



Juvenile Justice Alternative Education Programs

Performance Assessment Report

School Year 2016-2017

A Report by the

Texas Juvenile Justice Department

May 2018

The 2016 Juvenile Justice Alternative Education Program Report describes the status of these programs as required by the Texas General Appropriations Act, 85th Regular Texas Legislative Session, Rider 15 – Texas Juvenile Justice Department. This report will be posted on the TJJD website in May 2018 at www.tjjd.texas.gov. A copy of the report can be printed directly from the web.

The Texas Juvenile Justice Department worked diligently to collect the information and data contained in this report. This report includes an overview of JJAEPs, characteristics of the students in JJAEPs, performance measures and performance of the programs, program costing and strategic elements.

If you require additional information, please contact the agency.

Juvenile Justice Alternative Education Programs

PERFORMANCE ASSESSMENT REPORT

School Year 2016-2017

A Publication by



TEXAS
JUVENILE ★ JUSTICE
DEPARTMENT

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JJAEP Performance Assessment Report: Executive Summary

Juvenile Justice Alternative Education Programs (JJAEPs) were established beginning school year 1996-1997 and provide education services to expelled youth. During the 2016-2017 school year, the 26 JJAEP counties worked with at least 282 school districts of the over 1100+ school districts in Texas to support alternative education placements for expelled students. These counties accounted for approximately 77% of the state's juvenile age population in 2016.

JJAEPs are mandated to operate by statute in counties with a population of 125,000 or greater. Each program is governed and controlled by a locally negotiated memorandum of understanding between the local juvenile board and each school district within the county. As a result, each county's JJAEP is unique. These programs were designed to provide an educational setting for students who are mandatorily expelled from school per the Texas Education Code or students discretionarily expelled according to the local school districts' student code of conduct. Mandatory JJAEP counties in 2016-2017 included:

- Bell	- Denton	- Jefferson	- Taylor
- Bexar	- El Paso	- Johnson	- Travis
- Brazoria	- Fort Bend	- Lubbock	- Webb
- Brazos	- Galveston	- McLennan	- Wichita
- Cameron	- Harris	- Montgomery	- Williamson
- Collin	- Hays	- Nueces	
- Dallas	- Hidalgo	- Tarrant	

The Texas Juvenile Justice Department (TJJD) provides oversight of JJAEPs as required by statute. Rider Number 15 of the General Appropriations Act, 85th Regular Texas Legislative Session requires the Department to prepare a report that provides a comprehensive review of JJAEPs. This report, the *Juvenile Justice Alternative Education Program: Performance Assessment Report: School Year 2016-2017*, reviews the 26 JJAEPs listed above. This is the ninth such report reviewing the types of students entering the programs, program operations, student performance, program costs, and planning.

The following is a summary of some of the major findings based on both quantitative and qualitative data collected for the 2016-2017 school year:

- ★ **JJAEP Student Population Has Declined.** Since school year 2012-2013, overall, the number of JJAEP student entries has declined by 4.5%. Between school years 2012-2013 and 2016-2017, the number of mandatory expulsion entries decreased 3.9% while discretionary entries decreased 4.8%. Proportionately, the percentages of students by age, grade level, and educational classification were similar in scope to the 2014-2015 report. The proportion of students of African-American descent continued to be overrepresented, echoing the proportions found in DAEPs statewide, rather than the statewide school population. The table below describes JJAEP student entries by expulsion type:

JJAEP Student Entries by Expulsion Type School Years 2012-2013 through 2016-2017

Expulsion Type	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	N	%	N	%	N	%	N	%	N	%
Mandatory	1,487	48%	1,463	49%	1,416	47%	1,386	47%	1,366	46%
Discretionary	1,256	41%	1,271	42%	1,240	42%	1,134	39%	1,195	41%
Non-expelled	336	11%	279	9%	321	11%	411	14%	378	13%
Total	3,079	100%	3,013	100%	2,977	100%	2,931	100%	2,939	100%

- ★ During school year 2016-2017, there were 2,939 student entries into JJAEPs.
- ★ Student entries into JJAEPs increased by eight student entries from school year 2015-2016 to school year 2016-2017, the first increase in entries since the 2010-2011 school year.
- ★ During school year 2016-2017, a total of 2,728 individual students accounted for 2,939 entries into JJAEPs.
- ★ For 2016-2017, there were 211 more entries than students, an increase of 33 entries from the previous report.
- ★ The number of mandatory expulsions continues to decrease, though in smaller increments these last four years, from 1,487 to 1,366.
- ★ Discretionary entries have increased both in number and as a percentage of total JJAEP entries.
- ★ As a percentage of total entries, non-expelled student entries have increased from 9% in the 2010-2011 school year to 13% in 2016-2017.
- ★ Non-expelled students enter a JJAEP through court orders of a juvenile judge, through an agreement with the local school district as authorized by TEC Section 37.011, or are placed due to the student's registration as a sex offender under TEC Section 37.309.
- ★ **Average Length of Stay and Exit Location.** The length of stay by county has changed while the statewide average length of stay has decreased:
 - The average length of stay for the 2016-2017 school year for the 2,457 students who exited the program was 74 days with a range from 9 to 285 days, compared to 12 to 118 days in the previous report.
 - Sixty-nine percent of all JJAEP students returned to their school district upon completion of their expulsion, two percent fewer than in the previous report.
 - Three percent of the students (N=80) completed their diploma or high school equivalency certificate, compared to two percent (N=36) of students completing high school in the previous report.
- ★ **Expulsion Offense Categories.** Students expelled for mandatory and discretionary offenses were expelled for the following:
 - Students sent for felony drug offenses and weapons offenses accounted for 77% of all JJAEP mandatory offenses for 2016-2017, down three percent compared to the previous report.
 - Fifty percent of expelled youth were under some type of community supervision within 30 days of entering the JJAEP.
 - Students sent to JJAEP for serious misbehavior and misdemeanor drug offenses constituted 65% of all JJAEP discretionary entries, down 11% from the previous report.
 - Discretionary placements for false alarm/terroristic threat (N=118) increased to 10% of all discretionary expulsions.
- ★ **Performance Results.** JJAEP performance is assessed in multiple areas. At JJAEPs, students are administered program assessments: either the Iowa Test of Basic Skills (ITBS) at the elementary and middle school level or the Iowa Test of Educational Development (ITED) at the high school level.

Additionally, the students participate in mandated state assessments, State of Texas Assessments of Academic Readiness (STAAR) testing results for Grades 4–8 and End of Course (EOC) tests in English I, English II, and algebra I. TEA has completed the phase in process for more rigorous testing standards which require higher scale scores to denote passing.

- **Pre and Post Testing.** Pre and post testing is utilized as a measure to demonstrate student gains in the areas of math and reading while in a JJAEP using the ITBS at the elementary and middle school level and the ITED at the high school level. Students have to attend the JJAEP for at least 90 days to become part of this cohort.
 - Students overall reading and math scores increased from three to nine months of growth at exit.
 - Positive growth in reading and math was demonstrated by all programs, regardless of characteristic.

- For all JJAEP students (N=646) with 90 days of attendance or more, the average grade equivalency results for math increased by 46% of a grade level, compared to 86% of a grade level in the previous report.
- For all JJAEP students (N=646) with 90 days of attendance or more, the average grade equivalency results for reading increased by 54% of a grade level from admission to exit, compared to an 91% of a grade level increase in the previous report.
- Students in JJAEP, due to a mandatory expulsion had, at entry, the highest admission average for both math (Grade 7.07) and reading (Grade 7.39).
- Of the 507 (78%) students testing below grade level at entry in math, 50% met or exceeded expected growth in math from entry to exit.
- Of the 483 students testing below grade level at entry in reading, 51% met or exceeded expected growth in reading from entry to exit.

★ **STAAR.** JJAEP students are administered STAAR test in Grades 4-8 and in English I and II, and Algebra I at the high school level. TEA has completed the phase in process for more rigorous testing standards which require higher scale scores to denote passing.

- Students in Grades 4-8, had reading passing rates ranging from 0% to 12%.
- For the STAAR program, students in Grades 4-8 had math passing rates ranging from 0% to 13%.
- Students tested in Grades 4-8 had lower passing rates, despite generally higher scale scores, compared to the previous report.
- For STAAR EOC, algebra I, for 767 students' tests that were scored, the passing rate was 6%.
- For STAAR EOC, English I, for 903 students' tests that were scored, the passing rate was 8%.
- For STAAR EOC, English II, for 620 students' tests that were scored, the passing rate was 13%.

★ **Behavior Improvement.** Improvement in student behavior is examined at JJAEPs and upon returning to their district is used as another indicator of JJAEP's performance. Improvement is defined as students having fewer absences and fewer discipline referrals upon return to their district.

- Statewide, the attendance rate while at the JJAEP was 82%, which is above the required 78% benchmark.
- Statewide, the proportion of absences during the two six-week periods prior to and after program participation declined by 5%.
- The percentage of JJAEP students whose absence rate decreased was 55%.
- Statewide, the number of disciplinary incidents declined 54% in the two six-week periods after students exited the JJAEP.
- Eighty-four percent of students had the same number of, or a decrease in, the number of referrals in the two six-week periods after students exited the JJAEP.
- Fifty-nine percent (N=328) of the students with a disciplinary action prior to expulsion had no disciplinary actions for the two six week periods after their return to their school district.
- Fifty-seven percent of students who exited the JJAEP in 2016-2017 did not have a re-contact with a probation department.

JJAEPs have continued to show improved performance in several areas including growth in the areas of reading and math while in a JJAEP as determined by the pre and post instrument ITBS/ITED, and improved school attendance and behavior upon return to their district.

★ **Student to Staff Ratio.** The required instructional staff to student ratio is 1:24 or less. Depending on program model type (military component, therapeutic or traditional school model), the staff to student was 1:2, 1:6, and 1:4 respectively. All JJAEPs averaged a staff to student ratio of 1:5, a decrease from 1:8 compared to the previous report.

★ **Cost of Operation.** JJAEPs are funded differently than public schools in Texas. Public schools are funded through county tax revenues, state general appropriation funds administered by the Texas Education Agency (TEA) and federal funds. JJAEPs receive funding from local school district revenues, county commissioners' courts and state

appropriations through the TEA via the TJJD. TJJD provides approximately 25% of the total JJAEP funding (\$86 per mandatory student attendance day); the remaining 75% is provided through the local juvenile boards and the local school districts.

- Total expenditures for all JJAEPs during the 2016-2017 school year decreased by approximately \$1.86 million compared to the 2014-2015 school year.
- Costs decreased 7% compared to the previous report.
- The statewide average cost per day for the 2016-2017 school year was \$208.77, compared to the 2014-2015 school year which was \$212.52, a 1.76% decrease compared to the previous report.
- The average required cost per day for JJAEPs, during the school year 2016-2017, varied from a range of \$66.95 to a high of \$624.26 per day; the cost per school day (based on 180 student attendance days and ten staff in-service days) ranged from \$1,294.81 in Johnson County to \$13,644.28 in Fort Bend County.
- Three counties had a per school day cost over \$10,000.00 per school day: Harris, Tarrant, and Fort Bend.
- Six counties had a per school day cost between \$5,001.00 and \$10,000.00 per school day: Dallas, Webb, Montgomery, Denton, Williamson, and Collin.
- Seventeen counties had a per school day cost of less than \$5,000.00 per school day.
- The cost of JJAEPs vary based on an array of factors including: program size, program design, facilities, attendance, and services provided.

★ **Strategic Elements.** An important part of this report provides strategic elements which will facilitate the agency's ability to partner with local government entities to increase the effectiveness of, and improve JJAEP services for youth served in these alternative education settings. The planning process included identification of the areas perceived as strengths by JJAEP administrators.

The strengths included:

- curriculum,
- training/technical assistance,
- a lack of overcrowding, program,
- communication,
- quality of local collaboration,
- special education, and
- due process.

Areas needing attention include:

- transportation,
- adequate program funding, and
- testing (Iowa and STAAR tests).

JJAEP administrators requested the following training and technical assistance: enhancing youth behavior, overall program enhancement, education related enhancements, JJAEP procedures (new Texas Administrative Code updates are now complete), and safety.

★ This *JJAEP Performance Assessment Report: 2016-2017* is a comprehensive report which provides a general overview of the program and statutory requirements, and includes discussion on program elements and in-depth statistical analysis of JJAEPs taking into consideration the various components and differing structure of individual programs. Data is presented for the 2016-2017 school year and provides comparisons to previous reports. JJAEPs have continued to evolve and adapt in order to better serve this challenging population of students and to accommodate the fluctuating population. The overall success of these programs depends on local collaboration and the dedicated staff who work in these unique programs.

Section 1: Introduction to Juvenile Justice Alternative Education Programs

INTRODUCTION

The Texas Legislature created juvenile justice alternative education programs (JJAEP) in 1995 during an extensive re-write of the Texas Education Code (TEC). The legislation that created JJAEPs mandated a separate educational setting to ensure safe and productive classrooms through the removal of dangerous and/or disruptive students while addressing and resolving the issue of expelled youth receiving no educational services during the period of expulsion. Prior to the creation of JJAEPs, disruptive and dangerous students either remained in the classroom or were expelled, receiving no education during this time. Thus, the State of Texas had a critical interest in ensuring safe classrooms for teachers and students while providing educational services in an alternative setting for expelled students.

This new educational placement was created to serve the educational needs of juvenile offenders and at-risk youth who are expelled from the regular classroom, campus, or the school district disciplinary alternative education program (DAEP). The legislative intent was for JJAEPs to provide a quality alternative educational setting for expelled youth that would focus on academic achievement, discipline, and behavior management. JJAEPs have operated for 20 full school years.

The Texas Legislature mandated that the Texas Juvenile Justice Department (TJJD) develop a comprehensive system to ensure that JJAEPs are held accountable for student academic and behavioral success and to prepare a report to assess the performance of the JJAEPs based on the current accountability system developed by the Texas Education Agency applicable to all students. Rider Number 15 to TJJD's current budget in the General Appropriations Act is shown in the box to the right. This report has been prepared to fulfill the mandates of the rider.

Texas General Appropriations Act 85th Regular Texas Legislative Session Rider 15 – Texas Juvenile Justice Department

JJAEP Accountability. Out of funds appropriated above in Strategy A.1.6. Juvenile Justice Alternative Education Programs (JJAEP), the Juvenile Justice Department (JJD) shall ensure that JJAEPs are held accountable for student academic and behavioral success. JJD shall submit a performance assessment report to the Legislative Budget Board and the Governor by May 1, 2018. The report shall include, but is not limited to, the following:

- a. an assessment of the degree to which each JJAEP enhanced the academic performance and behavioral improvement of attending students;
- b. a detailed discussion on the use of standard measures used to compare program formats and to identify those JJAEPs most successful with attending students;
- c. student passage rates on the State of Texas Assessments of Academic Readiness (STAAR) in the areas of reading and math for students enrolled in the JJAEP for a period of 75 days or longer;
- d. standardized cost reports from each JJAEP and their contracting independent school district(s) to determine differing cost factors and actual costs per each JJAEP program by school year;
- e. average cost per student attendance day for JJAEP students. The cost per day information shall include an itemization of the costs of providing educational services mandated in the Texas Education Code § 37.011. This itemization shall separate the costs of mandated educational services from the cost of all other services provided in JJAEPs. Mandated educational services include facilities, staff, and instructional materials specifically related to the services mandated in the Texas Education Code, § 37.011. All other services include, but are not limited to, programs such as family, group, and individual counseling, military-style training, substance abuse counseling, and parenting programs for parents of program youth; and
- f. inclusion of a comprehensive five-year strategic plan for the continuing evaluation of JJAEPs which shall include oversight guidelines to improve: school district compliance with minimum program and accountability standards, attendance reporting, consistent collection of costs and program data, training and technical assistance needs.

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Section 2: Overview of Juvenile Justice Alternative Education Programs

HISTORY

Beginning in 1995, local juvenile boards in counties with a population over 125,000 were required by law to implement and operate JJAEPs. During the 2016-2017 school year, the 26 JJAEP counties teamed up with approximately 280 school districts of the over 1100 school districts in Texas to support juvenile justice alternative education placements for expelled students. These counties accounted for approximately 77% of the state's juvenile age population in 2016. Mandatory JJAEP counties in 2016-2017 included:

- Bell	- Denton	- Jefferson	- Taylor
- Bexar	- El Paso	- Johnson	- Travis
- Brazoria	- Fort Bend	- Lubbock	- Webb
- Brazos	- Galveston	- McLennan	- Wichita
- Cameron	- Harris	- Montgomery	- Williamson
- Collin	- Hays	- Nueces	
- Dallas	- Hidalgo	- Tarrant	

In anticipation that an additional five counties (Ellis, Ector, Guadalupe, Hays and Midland) would fall under the population requirement to operate a mandatory JJAEP when the 2010 U.S. Census was released, the 81st Texas Legislature, in accordance with the General Appropriations Act, TJJD Rider 29, amended the Texas Education Code Section 37.011 to allow those counties which would be impacted by the 2010 census numbers to opt out of operating a JJAEP if the county juvenile board entered into a memorandum of understanding (MOU) with each school district located in the county. The purpose of the MOU is to minimize the number of students expelled who would no longer receive alternative education services. Impacted counties either needed to begin operating a JJAEP or have adopted an appropriate MOU by the beginning of the 2011-2012 school year. Hays County has chosen to operate as a mandatory JJAEP county while the other counties have MOUs in place. Each of the other four counties can choose to open a JJAEP at a later date if all stakeholders involved agree.

Also of note is an amendment passed by the 82nd Texas Legislature which added language under Texas Education Code Section 37.011 that provided a description of Smith County, a county identified in the year 2000 census, allowing this county to be exempt from operating a JJAEP. The data used in this report may include Smith County data as appropriate to the year being examined.

FUNDING

The funding mechanism for JJAEPs differs in part from the funding mechanism in place for the public schools in Texas. JJAEPs are funded primarily through county tax revenues that flow through school districts and county commissioners' courts along with state appropriations that flow through the Texas Education Agency (TEA) to TJJD. Public schools are funded through county tax revenues, state general appropriation funds and federal funds.

TJJD provides funding to local juvenile boards on a per diem basis for students who are mandated by state law to be expelled and placed into the JJAEP. The juvenile board and the school districts in a county jointly enter into a memorandum of understanding (MOU) regarding the cost of non-expelled and discretionarily expelled students who may also attend the JJAEP. Local school districts, governmental organizations or private entities may provide funds and/or in-kind services to the JJAEP as agreed upon in the MOU. A more in-depth discussion of program costing can be found in Section 6 of this report.

STATUTORY REQUIREMENTS

Section 37.011 of the Texas Education Code (TEC) primarily governs the programmatic parameters of JJAEPs. The main academic and programmatic standards that must be followed by all JJAEPs are highlighted below.

- ★ The statutorily established academic mission of the JJAEP is to enable students to perform at grade level pursuant to TEC Section 37.011(h).
- ★ JJAEPs are required to operate seven hours a day for 180 days a year, pursuant to TEC Section 37.011(f), unless a JJAEP has requested and received approval from TJJD to operate an alternate calendar.
- ★ JJAEPs must focus on English/language arts, mathematics, sciences, social studies and self-discipline, and are not required to provide a course necessary to fulfill a student's high school graduation requirements pursuant to TEC Section 37.011(d).
- ★ JJAEPs must adopt a student code of conduct pursuant to TEC Section 37.011(c).
- ★ The juvenile board must develop a written JJAEP operating policy and submit it to TJJD for review and comment pursuant to TEC Section 37.011(g).
- ★ JJAEPs must adhere to the minimum standards set by TJJD and found in Title 37, Texas Administrative Code (TAC) Chapter 348 pursuant to TEC Section 37.011(h) and Texas Human Resources Code (HRC) Section 221.002(a)(5).
- ★ JJAEPs are required by these standards to have one certified teacher per program and an overall instructional staff-to-student ratio of no more than 1 to 24.
- ★ Non-certified instructional staff must have at least a bachelor's degree from a four-year accredited university.
- ★ Additionally, the operational staff-to-student ratio is required to be no more than 1 to 12; operational staff members are defined as instructional, supervision, caseworkers, and JJAEP administrators.
- ★ The juvenile board or the board's designee shall regularly review a JJAEP student's academic progress.
- ★ For high school students, the review shall include the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan per TEC Section 37.011(d).

Section 3: Students in Juvenile Justice Alternative Education Programs

JJAEP STUDENT POPULATION

STUDENT ENTRIES

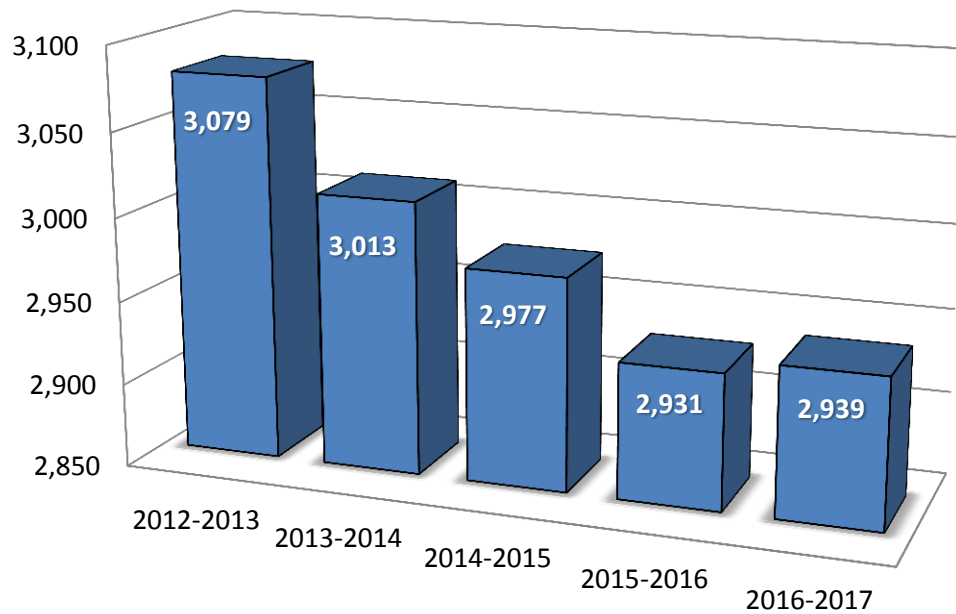
The number of students assigned to JJAEPs varies from year to year. Students arrive at the JJAEP through three different routes:

- ★ expelled from their school campus or a district alternative education program (DAEP),
- ★ placed into the program as a requirement of supervision by the juvenile court, or
- ★ placed in accordance with the Memorandum of Understanding (MOU).

Chart 1 presents JJAEP student entries by school year from the 2012-2013 school year through the 2016-2017 school year.

CHART 1

**JJAEP Student Entries by School Year
School Years 2012-2013 through 2016-2017**



- ★ During school year 2016-2017, there were 2,939 student entries into JJAEPs.
- ★ Student entries into JJAEPs increased by eight student entries from school year 2015-2016 to school year 2016-2017, the first increase since the 2010-2011 school year.

Table 2 presents the distribution of student entries (some students may reenter the JJAEP in the same year) and the number of unique students in JJAEPs by county for school year 2016-2017. A student may enter a JJAEP more than once during the school year. Students may re-enter a JJAEP for a variety of reasons, including a new expulsion from the school district or upon return from an out-of-home residential setting.

TABLE 2

**JJAEP Student Entries and Students by County
School Year 2016-2017**

County	Student Entries	Students	County	Student Entries	Students
BELL	12	12	HIDALGO	84	83
BEXAR	276	265	JEFFERSON	49	48
BRAZORIA	86	82	JOHNSON	13	13
BRAZOS	40	38	LUBBOCK	50	50
CAMERON	189	175	MCLENNAN	194	175
COLLIN	78	76	MONTGOMERY	227	209
DALLAS	241	218	NUECES	49	45
DENTON	135	130	TARRANT	183	169
EL PASO	34	34	TAYLOR	33	33
FORT BEND	75	70	TRAVIS	58	56
GALVESTON	18	18	WEBB	263	203
HARRIS	346	333	WICHITA	69	62
HAYS	25	24	WILLIAMSON	112	107
			TOTAL	2,939	2,728

- ★ During school year 2016-2017, a total of 2,728 individual students accounted for 2,939 entries into JJAEPs.
- ★ For 2016-2017, there were 211 more entries than students, up by 33 entries from the previous report.

Table 3 presents the percentage change in distribution of student entries and the number of individual students in JJAEPs by county for school years 2014-2015, 2015-2016, and 2016-2017.

TABLE 3

JJAEP Student Entries and Unique Students Change in Percent
School Years 2014-2015, 2015-2016, and 2016-2017

County	Student Entries					Unique Students				
	2014 - 2015	2015 - 2016	Percent Change 2014- 2015 to 2015- 2016	2016 - 2017	Percent Change 2015-2016 to 2016- 2017	2014 - 2015	2015 - 2016	Percent Change 2014- 2015 to 2015- 2016	2016 - 2017	Percent Change 2015-2016 to 2016- 2017
BELL	11	5	-54.5%	12	140.0%	11	5	-54.5%	12	140.0%
BEXAR	273	308	12.8%	276	-10.4%	259	297	14.7%	265	-10.8%
BRAZORIA	71	86	21.1%	86	0.0%	70	83	18.6%	82	-1.2%
BRAZOS	29	55	89.7%	40	-27.3%	28	52	85.7%	38	-26.9%
CAMERON	220	207	-5.9%	189	-8.7%	191	194	1.6%	175	-9.8%
COLLIN	86	73	-15.1%	78	6.8%	85	72	-15.3%	76	5.6%
DALLAS	283	228	-19.4%	241	5.7%	256	210	-18.0%	218	3.8%
DENTON	100	129	29.0%	135	4.7%	95	126	32.6%	130	3.2%
EL PASO	35	23	-34.3%	34	47.8%	34	22	-35.3%	34	54.5%
FORT BEND	111	99	-10.8%	75	-24.2%	107	92	-14.0%	70	-23.9%
GALVESTON	32	21	-34.4%	18	-14.3%	29	21	-27.6%	18	-14.3%
HARRIS	394	331	-16.0%	346	4.5%	388	318	-18.0%	333	4.7%
HAYS	28	25	-10.7%	25	0.0%	27	25	-7.4%	24	-4.0%
HIDALGO	136	116	-14.7%	84	-27.6%	127	109	-14.2%	83	-23.9%
JEFFERSON	34	52	52.9%	49	-5.8%	33	50	51.5%	48	-4.0%
JOHNSON	14	14	0.0%	13	-7.1%	14	14	0.0%	13	-7.1%
LUBBOCK	74	95	28.4%	50	-47.4%	70	87	24.3%	50	-42.5%
MCLENNAN	96	106	10.4%	194	83.0%	91	103	13.2%	175	69.9%
MONTGOMERY	259	255	-1.5%	227	-11.0%	242	233	-3.7%	209	-10.3%
NUECES	49	49	0.0%	49	0.0%	45	45	0.0%	45	0.0%
TARRANT	145	131	-9.7%	183	39.7%	131	121	-7.6%	169	39.7%
TAYLOR	32	32	0.0%	33	3.1%	30	32	6.7%	33	3.1%
TRAVIS	43	66	53.5%	58	-12.1%	42	66	57.1%	56	-15.2%
WEBB	189	232	22.8%	263	13.4%	181	202	11.6%	203	0.5%
WICHITA	79	72	-8.9%	69	-4.2%	68	62	-8.8%	62	0.0%
WILLIAMSON	154	121	-21.4%	112	-7.4%	145	114	-21.4%	107	-6.1%
TOTAL	2,977	2,931	-1.5%	2,939	0.3%	2,799	2,755	-1.6%	2,728	-1.0%

- ★ Four counties (Denton, McLennan, Taylor, and Webb) experienced an increase in number of student entries in both of the last two school years.
- ★ Three counties (Denton, McLennan, and Webb) experienced an increase in number of unique students in both of the last two school years.

- ★ From the 2015-2016 school year to the 2016-2017 school year, there was an overall increase of eight student entries, the only positive overall increase in entries since the 2010-2011 school year.
- ★ The percentage change from the 2015-2016 to the 2016-2017 school year for the number of unique students is the smallest change since the 2008-2009 school year.
- ★ The number of student entries fluctuates: sixteen counties experienced both decreases and increases in entries during each of the last two school years.

JJAEP EXPULSION TYPE

The student population served by JJAEPs falls into two basic categories: expelled students (mandatory and discretionary) and non-expelled students. Expelled students include those students who are required to be expelled under Texas Education Code (TEC) Section 37.007 and those who are expelled at the discretion of local school district policy.

A mandatory expulsion occurs when a student has been expelled pursuant to TEC Section 37.007(a), (d), or (e). The code mandates school districts to expel students who engage in specific serious criminal offenses including violent offenses against persons, felony drug offenses, and weapons offenses. To be designated as a mandatory expulsion the offense must occur on school property or at a school-related event. The mandatory expulsion offenses are listed below:

- | | |
|---|--|
| ★ felony drug offenses, | ★ indecency with or continuous sex abuse of a child, |
| ★ weapons offenses, | ★ arson, |
| ★ aggravated assault, | ★ murder, capital murder or attempted murder, |
| ★ aggravated Sexual assault and sexual assault, | ★ manslaughter or criminally negligent homicide, |
| ★ aggravated robbery, | and |
| ★ aggravated kidnapping, | ★ retaliation against school employee or volunteer (regardless of location). |

A discretionary expulsion occurs when a school district chooses to expel a student for committing an offense or engaging in behavior that is a violation of the Student Code of Conduct, as described in TEC Section 37.007(b), (c), and (f). Some discretionary expulsions may occur:

- ★ in a classroom,
- ★ on a school campus,
- ★ at a school-related event, or
- ★ in the community.

One discretionary expulsion offense, from TEC Section 37.007 (C), Serious Misbehavior, may only occur in a school district's disciplinary alternative education program (DAEP). Unlike mandatory offenses, all other specific discretionary offenses are not required to have been committed on school property or at a school-related event.

The Education Code (Section 37.0081) was amended in 2007 to allow for a school district located in a JJAEP county to expel students for any conduct on or off school campus that is classified as a felony under Title 5 of the Texas Penal Code. Each JJAEP has an MOU with their school districts specifying if the JJAEP will accept students with these types of offenses

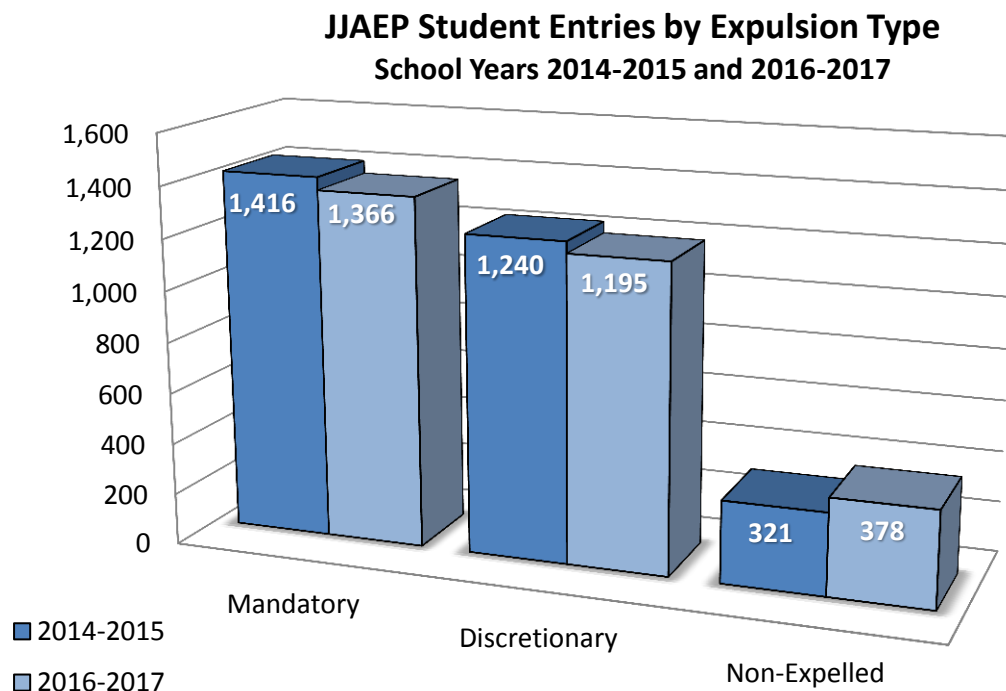
The offenses for which expulsion is discretionary are listed below:

- ★ serious misbehavior (only at a DAEP),
- ★ any mandatory offense within 300 feet of school campus,
- ★ aggravated assault, sexual assault, aggravated robbery, murder or attempted murder occurring off campus against another student,
- ★ penal code, title 5 (felony offenses against persons), regardless of location,
- ★ misdemeanor drug and alcohol offenses,
- ★ assault on a teacher or employee,
- ★ felony criminal mischief,
- ★ deadly conduct,
- ★ terroristic threat, and
- ★ inhalant and prescription drug offenses.

Non-expelled students are ordered to attend the JJAEP by a juvenile court judge, and then placed in a JJAEP under an agreement with the local school district as authorized by TEC Section 37.011. A student who is a registered sex offender may be placed in the JJAEP under TEC Section 37.309. In school year 2016-2017, twenty-one JJAEPs agreed, in their MOU, to serve non-expelled students.

The number and percentage of mandatory, discretionary, and non-expelled student entries into JJAEPs during school year 2016-2017 are found below in Chart 4.

CHART 4



- ★ As in previous years, the vast majority of JJAEP student entries were the result of an expulsion (87%), two percentage points lower than in the previous report.
- ★ Mandatory expulsions were the largest category, accounting for 46% of all entries.
- ★ The decrease between 2014-2015 school year and the 2016-2017 school year are the smallest changes since 2008-2009.

Table 5 illustrates entries into JJAEPs over time according to expulsion type. For a breakdown by county, see Appendix A for the numbers of student entries by JJAEP expulsion type by county for the last three school years.

TABLE 5

**JJAEP Student Entries by Expulsion Type
School Years 2012-2013 through 2016-2017**

Expulsion Type	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	N	%	N	%	N	%	N	%	N	%
Mandatory	1,487	48%	1,463	49%	1,416	47%	1,386	47%	1,366	46%
Discretionary	1,256	41%	1,271	42%	1,240	42%	1,134	39%	1,195	41%
Non-expelled	336	11%	279	9%	321	11%	411	14%	378	13%
Total	3,079	100%	3,013	100%	2,977	100%	2,931	100%	2,939	100%

- ★ The number of mandatory expulsions continues to decrease, though in smaller increments over the last three years, from 1,416 to 1,366.
- ★ As a percentage of total entries, mandatory student entries have showed a minimal decrease (N=20) from the previous year.
- ★ Discretionary entries have increased in number during the last two school years.
- ★ As a percentage of total entries, non-expelled student entries have increased from 9% in the 2013-2014 school year to 13% in 2016-2017 school year.

Table 6 presents the change in the number of student entries. Further detail about the number of unique students in JJAEPs by county for school years 2014-2015 through 2016-2017 can be found in Appendix A.

TABLE 6

**JJAEP Changes in Number of Student Entries by Expulsion Type
School Years 2012-2013 and 2016-2017**

Student Entries	Expulsion Type			Total
	Mandatory	Discretionary	Non-Expelled	
2012-2013	1,487	1,256	336	3,079
2016-2017	1,366	1,195	378	2,939
Difference	-121	-61	42	-140
% Change	-8%	-5%	13%	-5%

- ★ Between school years 2012-2013 and 2016-2017, the number of mandatory and discretionary expulsion entries decreased while non-expelled entries increased to 13% of the population.

A student may enter a JJAEP more than once during the school year. Students may re-enter a JJAEP for a variety of reasons, including a new expulsion from the school district or upon return from an out-of-home residential setting. Due to a number of changes in population by particular counties, Appendix A compares the number of student entries and unique students for three school years beginning with the 2014-2015 school year and ending with the 2016-2017 school year.

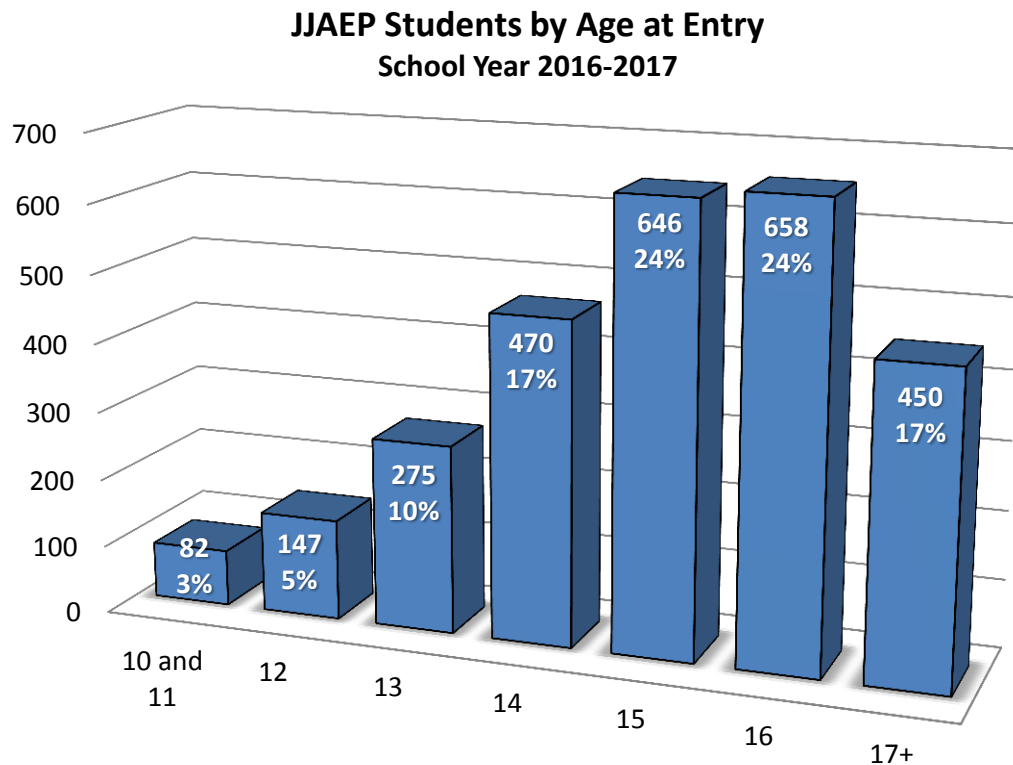
DEMOGRAPHIC CHARACTERISTICS OF THE JJAEP STUDENT POPULATION

Student population characteristics, including age, gender, ethnicity, grade level and special education status provide descriptive information about the students who entered JJAEPs during school year 2016-2017.

AGE

Chart 7 depicts range of ages of students entering the JJAEPs during school year 2016-2017.

CHART 7



- ★ Ten and 11-year-olds comprise 3% the JJAEP population, up one percent since the previous report.
- ★ Students entering a JJAEP between the ages of 14 and 16 accounted for 65% of all students.
- ★ Youth age 17 and older, although not of juvenile justice age, were eligible for placement into a JJAEP and accounted for 17% of JJAEP students, the same percentage as reported in the previous report.

Table 8 provides information about JJAEP Students by Age at Entry, from elementary (ages 10-12) through High School.

TABLE 8

JJAEP Students by Age at Entry
School Year 2016-2017

Age at Entry	Expulsion Type			Total
	Mandatory	Discretionary	Non-Expelled	
10-12	103	109	17	229
	8%	10%	5%	8%
13-14	323	351	71	745
	25%	32%	21%	27%
15-16	608	476	220	1,304
	47%	44%	64%	48%
17+	260	156	34	450
	20%	14%	10%	16%
Total	1,294	1,092	342	2,728
	100%	100%	100%	100%

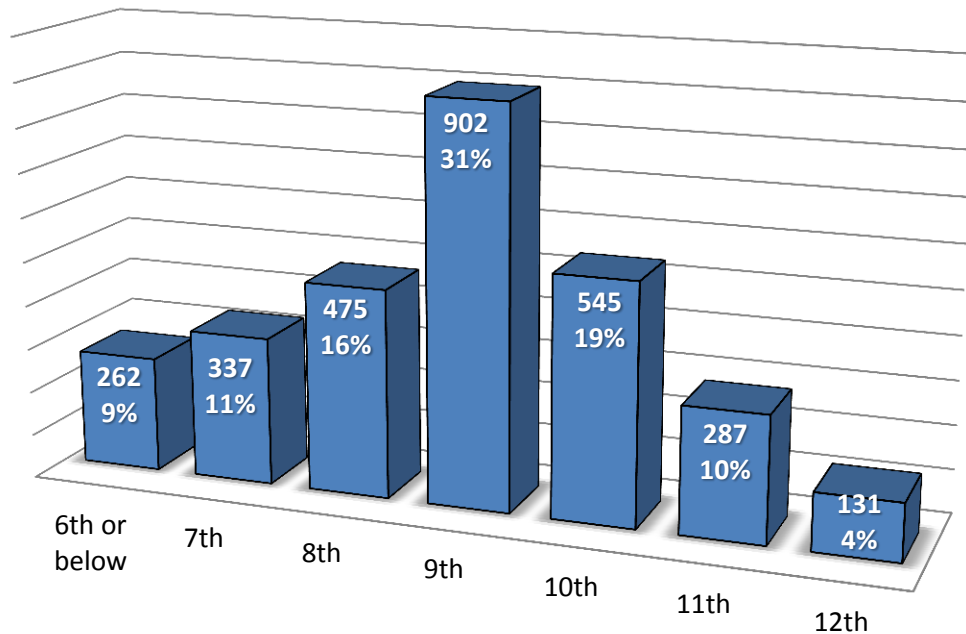
- ★ The age of students entering differed by placement type in school year 2016-2017 as fewer 10-12 year-olds were sent as non-expelled student compared to older students and same-aged expelled students.
- ★ The percentage of students aged 10 and 11 has risen from 4.2% to 8% of the total population compared to the 2012-2013 school year.
- ★ Students entering a JJAEP between the ages of 15 and 16 were 48% of the total JJAEP population up by two percentage points, and made up 64% of the non-expelled JJAEP population.
- ★ The percentage for the group of 17+ year-olds is similar to the previous report.

GRADE LEVEL

In school year 2016-2017, JJAEPs served elementary through high school students. Chart 9 shows the distribution of student entries by grade level.

CHART 9

JJAEP Student Entries by Grade Level School Year 2016-2017



- ★ The majority of JJAEP student entries (64%) were high school students.
- ★ Ninth graders comprised 31% of all JJAEP entries, the largest single grade category and two percentage points higher than in the previous report.
- ★ The number of ninth graders in the previous report was 951, while in this report the number of ninth graders is 902, the greatest decrease for a grade level compared to the previous report.
- ★ Middle School (Grades 7-8) student entries comprise 27% of all entries, down from 32% in the previous report.
- ★ The number of JJAEP entries who were not at their expected grade level, based on their age at entry was 30.9%, compared to 33.3% in the previous report.

GENDER AND RACE

The gender and race distribution of JJAEP students can be found in Table 10 below.

TABLE 10

JJAEP Students by Gender and Race School Year 2016-2017

Race	Gender		Total by Race	Percent of Total by Race
	Male	Female		
African-American	533	129	662	24%
Hispanic	1,177	300	1,477	54%
White	406	120	526	19%
Other	49	14	63	2%
Total	2,165 (79%)	563 (21%)	2,728	100%

- ★ The majority of students entering JJAEPs were male (79%) compared to the previous report of 82%.
- ★ Hispanic males were the largest single group of JJAEP students, accounting for 54% of students entering the program, down two percent from the previous report.
- ★ The “Other” category encompasses Asian, American Indian, and Pacific Islander.

Table 11 provides a comparison of the race of students in JJAEPs, public schools, DAEPs, and juveniles referred to the juvenile probation system during school year 2016-2017.

TABLE 11

Comparison of Race/Ethnicity Distributions Within Systems School Year 2016-2017

System	Entries	African American	Hispanic	White	Other
Juvenile Justice Alternative Education Programs (students)	2,728	24%	54%	19%	2%
District Alternative Education Programs	87,455	24%	52%	20%	3%
Texas Public Schools	5,284,252	13%	52%	29%	7%
Statewide Formal Referrals to Juvenile Probation Departments	46,004	28%	48%	23%	1%

- ★ Texas statewide data is taken from the Texas Education Agency website, at the following links:
https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary_Data_Products/Download_State_Summaries.html and
<https://rptsvr1.tea.texas.gov/perfreport/snapshot/2016/state.html>.
- ★ Students in JJAEPs reflect statewide totals and percentages for DAEPs more closely than statewide population totals.
- ★ There is a disparity in representation for students who identify as African American or White in in DAEPs and JJAEPs.

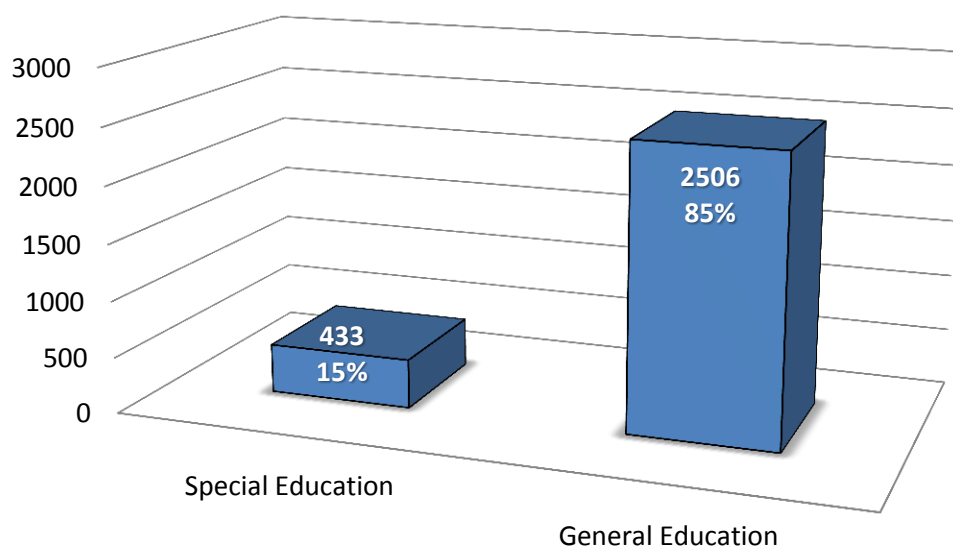
- ★ The “Other” category encompasses the categories: Asian, American Indian, Pacific Islander, and Two/More Races in the Texas Public School Count, while TJJD statistics reflect a requirement to choose one race.
- ★ The “Other” category for DAEP is half of the state percentage and the JJAEP percentage (2%) is even less than the DAEP percentage.
- ★ Statewide probation referrals reflect the DAEP percentages more closely than all Texas Public Schools for students identified as African-Americans, percentages are smaller for youth identified as Hispanic, and larger than the population of youth who identified as White.

SPECIAL EDUCATION

JJAEPs serve students who have special education needs identified in their Admission, Review and Dismissal (ARD)/ Individualized Education Program (IEP) paperwork. Chart 12 depicts the proportion of JJAEP student entries with special education needs.

CHART 12

JJAEP Student Entries by Education Classification School Year 2016-2017

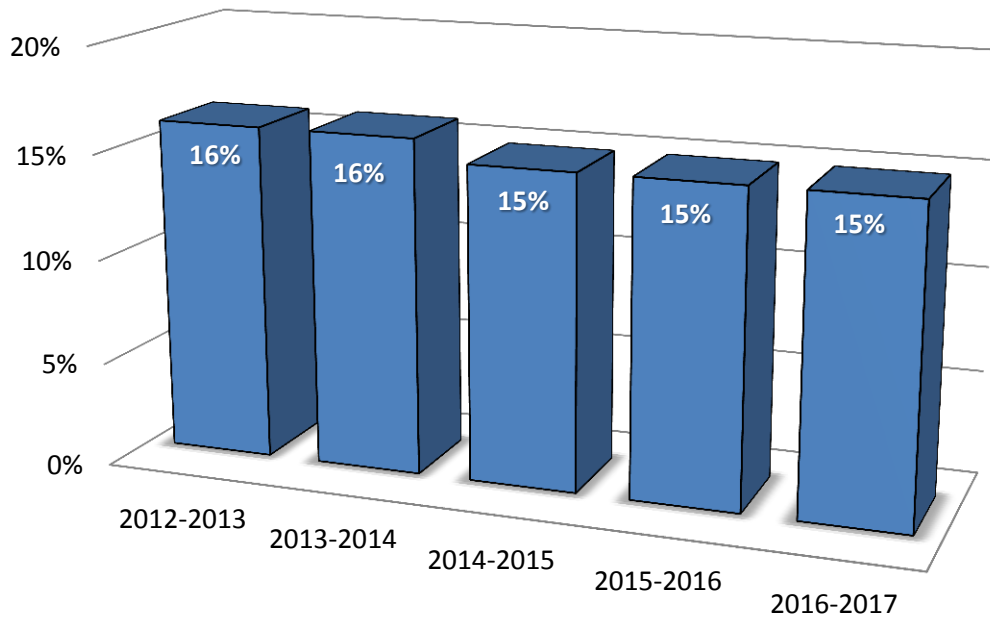


- ★ For the 2016-2016 school year, 433 students, or 15%, of the students in JJAEPs were classified as having special education needs, twice the state expected average.
- ★ The percentage of youth eligible for special education has shown no change since the previous report.
- ★ Texas statewide data is taken from the Texas Education Agency:
<https://rptsvr1.tea.texas.gov/perfreport/snapshot/2016/state.html>.

Chart 13 shows the percentage of students in JJAEPs with special education needs from school year 2012-2013 to school year 2016-2017.

CHART 13

**Percent of JJAEP Student Entries Classified as Special Education
School Years 2012-2013 through 2016-2017**



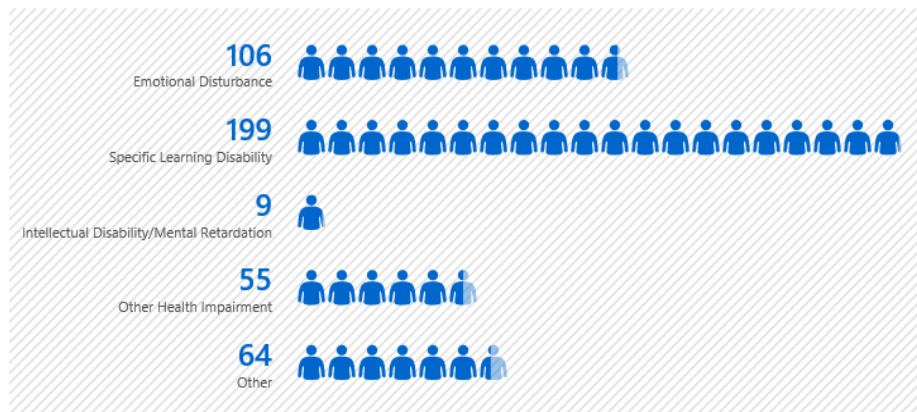
- ★ For the last three school years, the percentage of students eligible for special education remained at 15%.
- ★ The statewide percentage of students eligible for special education services is 8.6%.
- ★ Texas statewide data is taken from the Texas Education Agency:
<https://rptsvr1.tea.texas.gov/perfreport/snapshot/2016/state.html>.

JJAEF STUDENT ENTRIES BY PRIMARY DISABILITY

Reported categories for special education disabilities have been updated since the previous report to reflect state and federal definitions of educationally identified disabilities. See Appendix B for the definitions of these disabilities quoted from the Texas State Board of Education Commissioner's Rules which can be found in the *Special Education Rules & Regulations Individuals with Disabilities Education Act: State Board of Education Rules, Commissioner's Rules, Texas State Laws* available at the following website: https://framework.esc18.net/Documents/Side_by_Side.pdf. Chart 14 presents the primary disability for special education students entering JJAEs in school year 2016-2017.

CHART 14

Special Education Primary Disability



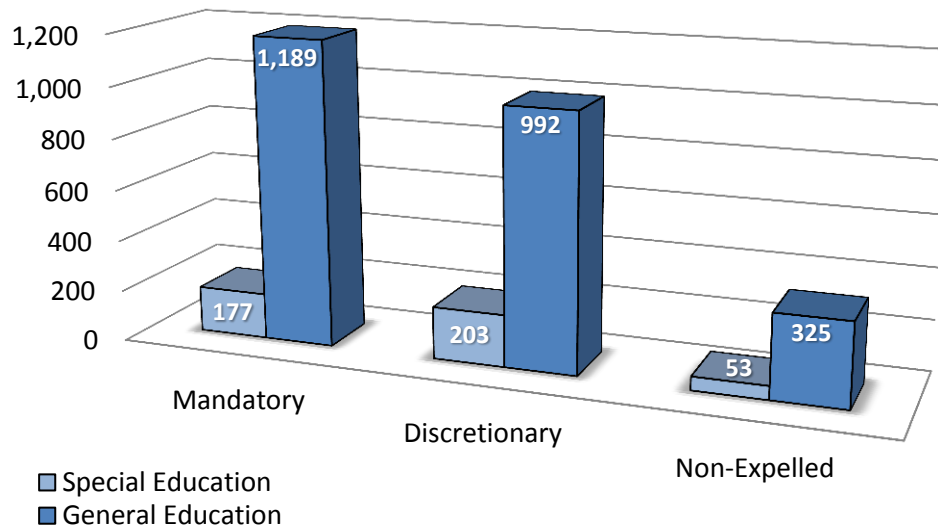
- ★ The number of JJAEF students eligible for special education due to emotional disturbance has increased from 104 to 106 compared to the previous report.
- ★ Special education students with a specific learning disability accounted for 46% (N = 199) of the special education population, a decrease of 7% of the total special education population compared to the previous report.
- ★ Student identified as eligible due to an “other health impairment” are identified with attention deficit, with or without hyperactivity, or a medical issue they may interfere with their academic progress.
- ★ The “other” disability category includes unknown, other, autism, developmental delay, deaf-blindness, speech/language impairment, or hearing impairment.

JJAEP SPECIAL EDUCATION STUDENT ENTRIES BY EXPULSION TYPE

Chart 15 presents the number of students eligible for special education by type of JJAEP placement.

CHART 15

**JJAEP Special Education Student Entries by Expulsion Type
School Year 2016-2017**



- ★ Students with special education needs accounted for 13% (N=177) of mandatory student entries compared to 17% (N=203) of discretionary student entries.
- ★ Fourteen percent (N=53) of non-expelled student entries is 4% less than reported in the previous report.

OTHER STUDENT ATTRIBUTES

Data from TEA provides additional descriptive information about the students served in JJAEPs including: At-Risk Status, English as a Secondary Language (ESL) Status, Limited English Proficiency (LEP) Status, Economic Status, and Gifted/Talented Status.

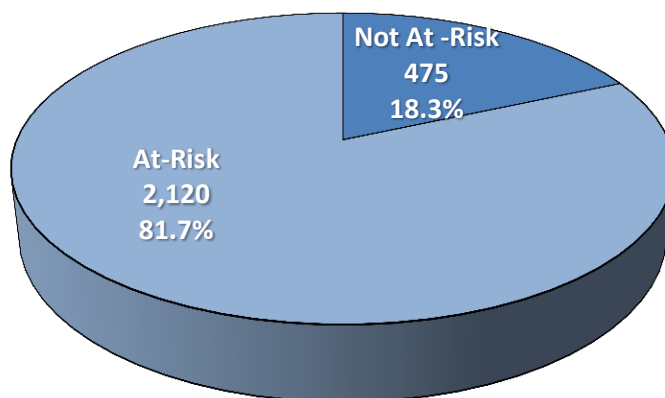
At-Risk Status indicates that a student has been identified as at-risk of dropping out of school by their home campus. ESL Status indicates that the student is participating in a state-approved ESL program, which is a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences. LEP Status indicates that the student has been identified as limited English proficient by the district Language Proficiency Assessment Committee (LPAC). Economic Status describes the student's economic disadvantage status. Gifted/Talented Status indicates that the student is participating in a state-approved gifted and talented program.

Analysis of TEA's Public Education Information Management System (PEIMS) data for students entering JJAEPs in school year 2016-2017 showed that 15% of JJAEP students were classified as having LEP Status, up two percent since the previous report. Twelve percent of the students were classified as ESL. Approximately two percent of JJAEP students were considered gifted/talented.

Chart 16 presents the distribution of at-risk students in JJAEPs. Many factors are considered in determining if a student is at-risk including: not advancing grade levels, not maintaining an average of 70 (on a scale of 100) in two or more curriculum subjects during the school year, placement into a DAEP or expulsion, having limited English proficiency, being in the care or custody of the Texas Department of Family and Protective Services and/or serving on parole, probation or deferred prosecution.

CHART 16

JJAEP Students Identified as At-Risk School Year 2016-2017

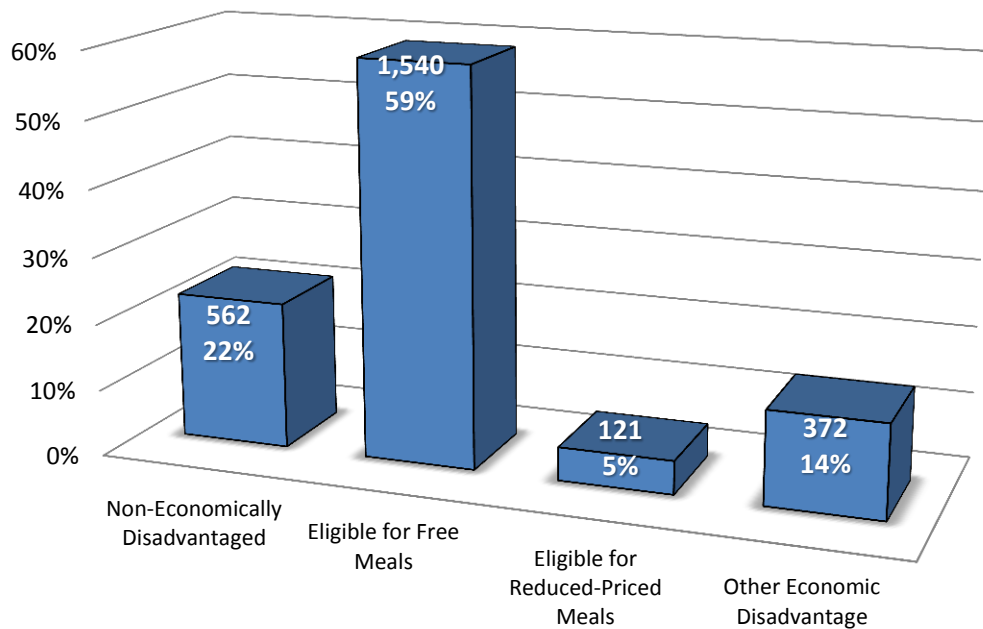


- ★ Eighty-two percent (N=2,120) of students in JJAEPs were considered to be at-risk students in 2016-2017, which shows no change from the previous report.

Chart 17 shows the distribution of JJAEP students by economic indicator. Students are classified annually by their district to determine eligibility for free and reduced price school meals.

CHART 17

**Percent of JJAEP Students by Economic Indicator
School Year 2016-2017**



- ★ There was a three percent increase of the JJAEP students were classified as economically disadvantaged compared to the previous report.
- ★ Statewide, 59% of public school students are classified as economically disadvantaged.
- ★ Texas statewide data is taken from the Texas Education Agency:
<https://rptsvr1.tea.texas.gov/perfreport/snapshot/2016/state.html>.
- ★ Over half of the students in JJAEPs were eligible for free meals (59%), an increase of two percent compared to the previous report.

JUVENILE EXPULSION STATUS OF JJAEP STUDENTS

EXPULSION OFFENSE TYPES

MANDATORY EXPULSION OFFENSES

The majority of students entering JJAEPs had been expelled for committing a criminal offense (e.g., Class C misdemeanor to felony offenses). Offenses which require a school to expel a student are typically serious felony-level offenses and include a variety of offenses against persons, as well as drug and weapons violations. In order to expel a student, school officials must have reason to believe an offense has occurred and must hold a formal expulsion hearing. The expulsion offense is determined by school district personnel. Table 18 provides the number and percentage of student entries into JJAEPs for mandatory expulsion offenses by offense type.

TABLE 18

JJAEP Mandatory Expulsion Student Entries by Expulsion Offense Category School Years 2014-2015 and 2016-2017

Expulsion Offense Category	2014-2015		2016-2017	
	N	%	N	%
Felony Drug Offenses	789	56%	726	53%
Weapons Offenses (includes expulsion for a non-illegal knife)	331	23%	323	24%
Aggravated Assault or Sexual Assault	166	12%	179	13%
Arson	61	4%	73	5%
Indecency with a Child	56	4%	45	3%
Aggravated Robbery	9	<1%	11	1%
Retaliation	3	<1%	6	<1%
Aggravated Kidnapping	N/A	N/A	2	<1%
Homicide or Manslaughter	1	<1%	1	<1%
Total	1,416	100%	1,366	100%

- ★ There continues to be an increase for aggravated assault, sexual assault offenses, and aggravated robbery.
- ★ Almost one quarter of the mandatory expulsion students were placed because of a weapons violation (24%).
- ★ Felony drug offenses continue to constitute over 50% of all JJAEP mandatory offenses for this report and the two previous reports.
- ★ Entries for drug offenses decreased by 63 for this report, as compared to a decrease of 401 offenses between school year 2010-2011 and the school year 2012-2013; with the change in rules that drug offenses in a drug-free zone are not enhanced at offense but at disposition; this category has decreased in proportion to all offenses reported for the last several years.
- ★ The offense indecency with a child decreased by 11 entries compared to the previous report.
- ★ Less than 1% of mandatory entries were for four offenses: aggravated robbery, retaliation, aggravated kidnapping, and homicide/manslaughter.

DISCRETIONARY EXPULSION OFFENSES

Discretionary expulsion offenses include less serious offenses against persons as well as misdemeanor-level drug and alcohol violations. They also include the category of non-mandatory Penal Code Title 5 Felony Offenses. The category of serious misbehavior includes school district student code of conduct violations occurring in the DAEP. Students who commit mandatory offenses within 300 feet of a school campus may be expelled at the discretion of the school district to the DAEP or to JJAEP. The term “mandatory” in this case is required removal from the campus where the offense occurred. These offenses are categorized above as “mandatory offenses committed off-campus.” Table 19 provides the number and percentage of student entries into a JJAEP for discretionary expulsion offenses by offense type.

TABLE 19

JJAEP Discretionary Expulsion Student Entries by Expulsion Offense Category School Years 2014-2015 and 2016-2017

Expulsion Offense Category	2014-2015		2016-2017	
	N	%	N	%
Serious Misbehavior	598	48%	499	42%
Misdemeanor Drug and Alcohol Offenses	277	22%	279	23%
Assault on a Teacher/Employee	158	13%	173	14%
Penal Code Title 5 Felony Offenses	106	8%	93	8%
False Alarm/Terroristic Threat	80	6%	118	10%
Felony Criminal Mischief	14	1%	21	2%
Mandatory Offenses Committed Off-Campus	3	<1%	8	1%
Non-School Student On Student Offense	3	<1%	1	<1%
Deadly Conduct	1	<1%	2	<1%
Glue or Aerosol Paint	N/A	N/A	1	<1%
Total	1,240	100%	1,195	100%

- ★ The number of serious misbehavior expulsions decreased from 48% to 42% since the prior report.
- ★ Misdemeanor drug and alcohol offenses and serious misbehavior accounted for 65% of all discretionary expulsions, a decrease of five percent since the previous report.
- ★ The largest change in a category was that of false alarm/terroristic threat offenses, which increased by 38 (four percent).
- ★ Assault on a teacher or employee increased by 15 offenses (an increase of one percent compared to the previous report).

JUVENILE COURT STATUS OF JJAEP STUDENTS

Although the majority of youth served by JJAEPs were referred to the juvenile court as a result of the offense that led to their expulsion, this is not true for all youth. Data from TJJD's JJAEP database and TJJD's monthly extract data were matched to determine the number of juveniles entering JJAEPs in school year 2016-2017 who were also referred to juvenile probation departments. A referral to juvenile probation within 30 days of expulsion or JJAEP entrance was considered to be an expulsion that resulted in a referral.

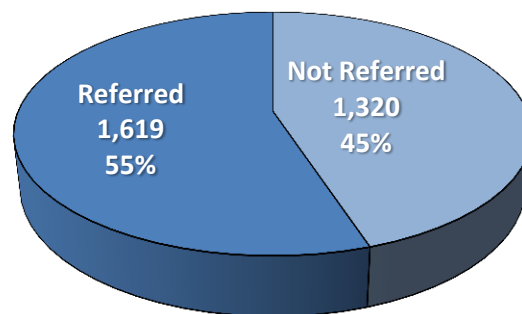
A formal referral occurs when a juvenile has face-to-face contact with the juvenile probation department and an intake occurs. Students referred to local juvenile probation departments were referred for everything from a felony to a misdemeanor, conduct indicating a need for supervision (CINS) and violation of probation offenses. CINS offense referrals include: public intoxication, fineable only offenses that have been transferred to a juvenile court from a municipal or justice court, inhalant abuse, and expulsion for violating the school district student code of conduct while in the DAEP under TEC Section 37.007(c) (serious misbehavior).

In order to be referred to a juvenile probation department, a youth must have committed an offense while between the ages of ten and sixteen. Youth seventeen-years-old and older who commit offenses are under the jurisdiction of the adult criminal justice system and may not be referred to juvenile probation, despite attendance in public school and/or attendance in a JJAEP.

See Chart 20, for the total number and percent of JJAEP student entries for school year 2016-2017 who had a formal referral to a local juvenile probation department associated with their JJAEP placement.

CHART 20

JJAEP Students Referred to Juvenile Probation Departments School Year 2016-2017



- ★ The percentages in the two categories are same as in the previous report.
- ★ In school year 2016-2017, 16% of JJAEP entries were 17 years-old or older.
- ★ These 17+ aged students (N=450) accounted for 34% of those students with no juvenile probation referral.
- ★ Though the percentage is the same, the number of students with a formal referral decreased from 1,665 students in the previous report to 1,619 students in this report.

COMPARISON OF JUVENILE JUSTICE REFERRAL OFFENSES FOR EXPELLED STUDENTS

School districts may expel those students who violate the school district student code of conduct as allowed by Texas Education Code Section 37.007 and must expel students who engage in violent, weapon, and felony drug offenses while on a school campus. Expulsion offenses are alleged by the school district and may or may not be the offense for which the juvenile is formally referred to the juvenile probation department. In some cases, a student may never be formally referred for the offense for which they are expelled.

Table 21 shows a comparison of the JJAEP reported expulsion offense and the offense of referral to JJAEP for students expelled and placed into a JJAEP. In order for the expulsion offense and referral offense to be considered as the same or similar they must be the same level and category of offense.

TABLE 21

Expulsion Offense Compared to Juvenile Referral Offense for Expelled Students in JJAEP School Year 2016-2017

Referral Offense	Expulsion Type	
	Mandatory	Discretionary
No offense in juvenile justice system	41%	48%
Formal referral for the same or similar offense	45%	25%
Formal referral for a different offense	14%	27%

- ★ Almost half of the students expelled for a discretionary offense (48%) were not referred to the juvenile justice system, up by two percent from the previous report.
- ★ A quarter of the students expelled for a discretionary offense (25%) were referred to juvenile probation for the same or similar offense.

NON-EXPELLED STUDENT OFFENSES

Students categorized as non-expelled are most often placed into JJAEPs by the juvenile court as a condition of probation supervision or during transition after being placed out of the home. Non-expelled students accounted for eleven percent of all student entries and six percent of the total JJAEP students with a juvenile court referral within 30 days of entry into the JJAEP. Fifty-nine percent of non-expelled students had a referral to the juvenile justice system within 30 days of entering the JJAEP.

JUVENILE COURT DISPOSITION TYPE FOR EXPELLED STUDENTS

JJAEP mandatory and discretionary expulsion students referred to juvenile probation departments will have their cases disposed, either formally or informally. Informal dispositions include supervisory caution and deferred prosecution while formal dispositions include court-ordered probation, commitment to TJJD under a determinate or indeterminate sentence, or certification as an adult.

Juvenile Court Disposition Descriptions

- ★ **Supervisory Caution** – Non-judicial disposition that an intake officer may make on a case; this may include referring a child to a social agency or a community-based first offender program run by law enforcement
- ★ **Deferred Prosecution** – An alternative to formal adjudication where the child, parent or guardian, prosecutor, and the juvenile probation department agree upon conditions of supervision; deferred prosecution can last up to six months and may be extended an additional six months
- ★ **Court-Ordered Probation** – Upon an adjudication hearing on the facts, a judge may order community-based supervision for a specified period of time, based on such reasonable and lawful terms as the court may determine
- ★ **Drop/Dismiss** – A case can be dropped or dismissed by the juvenile department, the prosecutor, or the juvenile court
- ★ **Other/Pending** – Other/Pending dispositions include commitment to the TJJD, certification as an adult, and cases still pending

Table 22 presents the dispositions of JJAEP students who have been expelled during the 2016-2017 school year.

TABLE 22

**Disposition by Expulsion Type
School Year 2016-2017**

Disposition Type	Expulsion Type				Total*	
	Mandatory		Discretionary			
	N	%	N	%	N	%
Pending	41	5%	36	6%	77	5%
Dismissed	163	20%	182	29%	345	24%
Supervisory Caution	70	9%	118	19%	188	13%
Deferred Prosecution	233	29%	118	19%	351	25%
Probation	302	37%	165	27%	467	33%
TJJD/Certified as Adult	1	<1%	3	<1%	4	<1%
Total	810	100%	622	100%	1,432	100%

* Does not include non-expelled students

- ★ Fifty-eight percent of the referred mandatory and discretionary JJAEP students were disposed to community supervision (probation or deferred prosecution), one percent lower than in the previous report.
- ★ Less than 1% (N = 4) were committed to TJJD or certified as an adult, twice as many as in the previous report.
- ★ Twenty-nine percent of students expelled for a mandatory offense were placed on deferred prosecution, a decrease of two percent compared to the previous report.
- ★ The percentage of discretionary students expelled and placed on deferred prosecution increased by five percent compared to the previous report.
- ★ Sixty-six percent of the referred mandatory JJAEP students were disposed to community supervision (deferred or probation) as compared to 46% of referred discretionary students.
- ★ Thirty-seven percent of mandatory expulsion students were placed on probation as compared to 27% of discretionary expulsion students.
- ★ Twenty-nine percent of the discretionary students had their disposition dismissed as compared to 20% of students whose expulsion was mandatory.

SUPERVISION AT ENTRY INTO THE JJAEP FOR EXPELLED STUDENTS

Students expelled to a JJAEP for a mandatory or discretionary offense may or may not have been referred to a juvenile probation department as a result of their expulsion offense. Students also may or may not be under the supervision of a juvenile probation department at the time of entry into the JJAEP. Conditional and temporary supervisions are pre-dispositional supervisions that allow the juvenile probation department to more closely monitor youth and respond to violations prior to disposition. JJAEPs report that they are better able to manage the behavior of expelled youth under supervision as probation/court conditions can be included in the supervision agreement outlining the expectations and the consequences of violating JJAEP rules. Table 23 shows the supervision type at entry for students expelled for mandatory and discretionary offenses. The juvenile's most serious supervision level within 30 days of JJAEP entry is provided.

TABLE 23

Supervision at JJAEP Entry for Expelled Students School Year 2016-2017

Supervision Type*	Expulsion Type				Total**	
	Mandatory		Discretionary			
	N	%	N	%	N	%
No Supervision	640	47%	646	54%	1,286	50%
Conditional/Temporary	447	33%	199	17%	646	25%
Deferred Prosecution	112	8%	124	10%	236	9%
Probation	167	12%	226	19%	393	15%
Total	1,366	100%	1,195	100%	2,561	100%

* Most serious supervision level within 30 days of JJAEP entry

** Does not include non-expelled students

- ★ Fifty percent of expelled youth were under some type of community supervision within 30 days of entering the JJAEP, an increase of one percent since the previous report.
- ★ Discretionary expulsion students were more likely than mandatory students to be on probation.
- ★ Students with mandatory offenses were more likely to be under conditional/temporary supervision.

PROGRAM LENGTH OF STAY FOR JJAEP STUDENTS

AVERAGE LENGTH OF STAY

During school year 2016-2017, a total of 2,457 students exited from JJAEPs. Table 24 provides the average length of stay for students who exited JJAEPs. TJJD calculated average length of stay, which includes only school days, not weekends, holidays or summer break, using data submitted by the JJAEPs. For students who entered a JJAEP prior to school year 2016-2017 and carried over into school year 2016-2017, the average length of stay includes their total stay. The length of student placements in a JJAEP is determined by the local memorandum of understanding.

TABLE 24

Average Length of Stay by County School Year 2016-2017

County	Number Exiting	Average (days)	County	Number Exiting	Average (days)
BELL	10	79	HIDALGO	68	53
BEXAR	224	67	JEFFERSON	32	85
BRAZORIA	68	75	JOHNSON	9	71
BRAZOS	34	81	LUBBOCK	48	52
CAMERON	123	102	MCLENNAN	183	61
COLLIN	61	65	MONTGOMERY	176	88
DALLAS	209	89	NUECES	33	91
DENTON	117	61	TARRANT	150	63
EL PASO	32	98	TAYLOR	28	61
FORT BEND	59	98	TRAVIS	52	64
GALVESTON	12	95	WEBB	243	71
HARRIS	285	71	WICHITA	62	74
HAYS	25	72	WILLIAMSON	107	72
Total Exits*				2,450	74

*Total exits has been decreased by seven to account for students who entered programs during summer school.

- ★ The average length of stay for all students exiting the JJAEP in school year 2016-2017 was 74 school days, a decrease of three days compared to the previous report.
- ★ Programs exited as few as nine students and as many as 285 students, with a program average of 94 students during the 2016-2017 school year, compared to an average of 84 students exiting as reported in the previous report.
- ★ Cameron County had the longest average length of stay (102 school days) in this report, a decrease from their average length of stay of 118 days in the previous report.
- ★ Lubbock County had the shortest average length of stay (52 school days) in this report, which was an increase from their average length of stay of 39 school days in the previous report.

PLACEMENT TYPE AND AVERAGE LENGTH OF STAY

Regardless of location, placement type impacted average length of stay. Table 25 identifies differences in average length of stay by placement type for both 2014-2015 and 2016-2017.

TABLE 25

Average Length of Stay by Expulsion Type School Years 2014-2015 and 2016-2017

Expulsion Type	2014-2015	2016-2017
Mandatory	84	82
Discretionary	72	67
Non-Expelled	68	68
Total Average	77	74

- ★ Students placed in a JJAEP for a mandatory offense had the longest length of stay.
- ★ Students' with a mandatory offense had a length of stay which decreased by an average of two school days in school year 2016-2017 compared to the previous report.
- ★ Student with a discretionary offense had an average length of stay which decreased by five school days in school year 2016-2017 compared to the previous report.

STUDENTS RELEASED FROM JJAEPS

REASONS FOR PROGRAM EXIT

Students may exit a JJAEP program for a variety of reasons. Exits are classified in four ways, three successful and one incomplete.

Students who complete their term in the program are shown as returning to their local school district, graduating or have received their High School Equivalency certificate. Some students:

- ★ return to local district due to completing probation or expulsion term
- ★ graduated or Received High School Equivalency certificate
- ★ received early termination due to:
 - ARD removal,
 - withdrawal to enroll in another education program other than their home district (e.g. charter school, home campus, private school, etc.),
 - due to medical problems; and
- ★ Exit as incomplete which describes the students who may require a more structured or secure setting (such as residential placement in a pre- or post-adjudication facility).

Table 26 presents the reasons why students exited JJAEPs in school year 2016-2017. (See Appendix C for exit reasons by county)

TABLE 26

JJAEP Exit Reasons School Year 2016-2017

Exit Reason	N	%
Returned to Local District	1,694	69%
Incomplete	403	16%
Graduated or Received GED	80	3%
Early Termination	280	11%
Total	2,457	100%

- ★ The majority of students (69%) returned to their local school district after successfully completing an expulsion term or a term of probation, two percent fewer than in the previous report.
- ★ Three percent of exiting students either graduated from the JJAEP or received a high school equivalency certificate, up one percent from the previous report.
- ★ Eleven percent of JJAEP student exits were released from the program prior to completing their assigned length of stay, down two percent from the previous report.

EXIT REASON BY TYPE OF EXPULSION

Exit reasons varied by type of entry into the program. For the school year 2016-2017, Table 27 depicts the differences in exit reasons by expulsion type.

TABLE 27

JJAEP Exit Reasons by Expulsion Type School Year 2016-2017

Exit Reason	Expulsion Type			Total
	Mandatory	Discretionary	Non-Expelled	
Returned to Local District	797	701	196	1,694
	73%	68%	60%	69%
Incomplete	135	184	84	403
	12%	18%	26%	16%
Graduated or Received High School Equivalency	40	20	20	80
	4%	2%	5%	3%
Early Termination	120	126	34	280
	11%	12%	9%	11%
Total	1,092	1,031	334	2,457
	100%	100%	100%	100%

- ★ A lower percentage (73%) of mandatory students returned to their local school district compared to 79% in the previous report.
- ★ A similar percentage (68%) of discretionary students returned to their local school district compared to 67% in the previous report.
- ★ A higher percentage (60%) of non-expelled students returned to their local school district compared to 56% in the previous report.
- ★ Students classified as non-expelled had the highest proportion of incomplete exits: 26% of non-expelled students left the program as incomplete compared to 12% of mandatory and 18% of discretionary students.
- ★ All three groups had increases in incomplete exits.
- ★ A higher percentage of non-expelled students received early termination of their placement.
- ★ The number of students receiving their diploma or high school equivalency certificate increased from 36 students in the previous report to 80 students in this report.

Section 4: Description of Juvenile Justice Alternative Education Programs

INTRODUCTION

The design and implementation of JJAEPs is a local decision determined primarily through the development of a memorandum of understanding (MOU) between the county juvenile board and each school district. While the juvenile board is the entity ultimately responsible for operating the JJAEP, most programs have various levels of school district participation in day-to-day operations and programming.

JJAEPs are required by statute to teach the core curriculum of English/language arts, mathematics, science, social studies, and self-discipline. Attending students earn academic credits for coursework completed while attending the JJAEP. The length of time a student is assigned to a JJAEP is determined by the school district for expelled students and by the juvenile court for non-expelled students. Once a student has completed the term of expulsion or their court ordered instructions, the student transitions back to his or her district.

This section takes a comprehensive look at the programmatic components of the 26 JJAEPs operating during school year 2016-2017. To compile the information in this section of the report, each of the 26 JJAEPs was surveyed to produce self-reported data. Questions on the survey were designed to capture staffing and programmatic information, allowing for comparisons among individual JJAEPs. See Appendix D for a list of select program characteristics by county: Operation Design (Probation Department with School District, Contracted Vendor, or Probation Department), Facility Capacity, Ratio of Instructional Staff to Students, Conditions of Completion of Expulsion, and Transportation Mode used most often by students attending the JJAEP.

PROGRAMMATIC ELEMENTS

CAPACITY

Capacity is defined as the numbers of students that a JJAEP can have, with the appropriate number of staff members, while still meeting building code requirements. JJAEPs vary in size according to the needs of the county and populations served by the program. The overall capacity has dropped by 116 since the previous report, with some JJAEPs moving to smaller spaces to accommodate smaller populations. JJAEPs must serve all juveniles expelled for a mandatory offense. Programs at capacity cannot refuse to accept a student expelled for a mandatory offense, so most manage their population through adjustments to student length of stay and/or by limiting the number of discretionary and non-expelled students accepted into the program.

PROGRAM OPERATOR

JJAEPs may be operated by the local juvenile probation department, a local school district, a private vendor or a combination of these entities. The county juvenile board, however, makes the official determination of how a JJAEP will be designed and operated. This

TABLE 28

JJAEP Student Capacity by County School Year 2016-2017

County	Capacity	County	Capacity
Bell	12	Hidalgo	72
Bexar	168	Jefferson	60
Brazoria	48	Johnson	16
Brazos	30	Lubbock	75
Cameron	120	McLennan	60
Collin	350	Montgomery	120
Dallas	120	Nueces	32
Denton	168	Tarrant	75
El Paso	60*	Taylor	44
Fort Bend	140**	Travis	50
Galveston	24	Webb	210
Harris	200	Wichita	44
Hays	25	Williamson	120
		Total	2,243

* El Paso may use up to 4 locations.

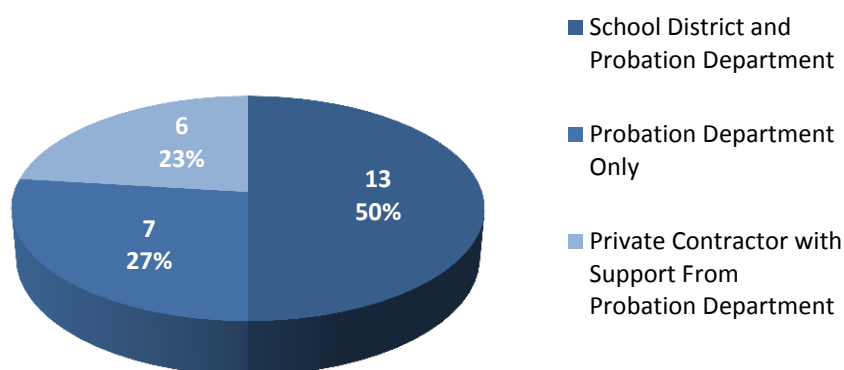
** Fort Bend uses two locations.

decision is based on a variety of factors. The most important of these is the memorandum of understanding with the school districts in the county. Other factors that may influence the choice of the program operator are: available resources, programmatic components and needs of the local community and school districts. Regardless of who operates the program, JJAEPs must conform to all juvenile probation and educational standards set out in Title 37, Part 11, Texas Administrative Code Chapter 348, and the requirements of the Texas Education Code, Section 37.011.

Chart 29 provides information about the entities responsible for operating JJAEPs in school year 2016-2017. For programs operated jointly, the level of support and services provided by each entity varies according to the program and agreements in their Memorandum of Understanding.

CHART 29

JJAEP Program Operators School Year 2016-2017



- ★ Thirteen local juvenile probation departments and independent school districts provided the day to day operations for half of the JJAEPs.
- ★ A private contractor with support from the probation department operated six (23%) of the programs.
- ★ Seven probation departments operated 27% of the programs.

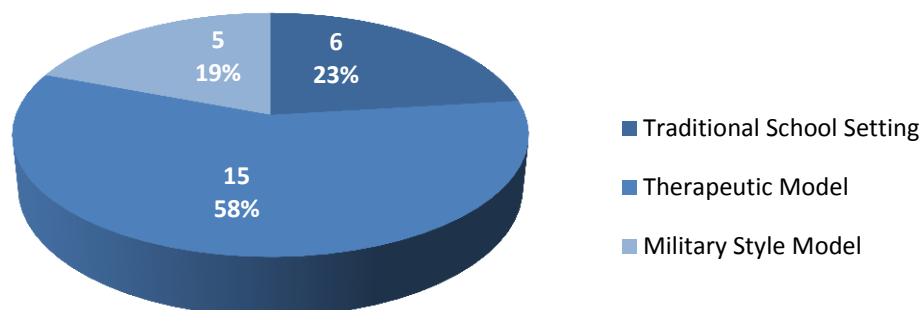
PROGRAM MODEL TYPE

JJAEP administrators were asked to characterize their program model type into one of three basic categories: military-component, therapeutic, or traditional school. A military-component includes one or more of the following components: drill instructors, military uniforms, physical training, and/or military-style discipline, drill and regiment. Therapeutic models place a heavy emphasis on counseling and behavior management. Traditional school models are patterned after a regular, independent school district setting.

Chart 30 depicts the number and percentage of programs in each of the program model type categories. Schools that combine program elements are categorized based on their primary emphasis.

CHART 30

JJAEP Program Model Types School Year 2016-2017



- ★ Fifteen (58%) of the JJAEPs operated as a therapeutic model for the 2016-2017 school year, six more than in the previous report.
- ★ Six (23%) of the JJAEPs operated a traditional school model for the 2016-2017 school year, three fewer than in the previous report.
- ★ Five (19%) programs continue to operate a military-component program for the 2016-2017 school year.

Table 31 reflects the number and percentage of student entries by program model type.

TABLE 31

Student Entries in JJAEPs by Model Type School Year 2016-2017

Program Model Type	N	%
Military	407	13.85%
Therapeutic	1,890	64.31%
Traditional	642	21.84%
Total	2,939	100.00%

- ★ Seven of the JJAEPs changed to another model compared to the previous report.
- ★ Operating in six of the 26 JJAEPs, the traditional school model served 22% of the students entering the programs.
- ★ The therapeutic model was used in fifteen programs that served 64% of all student entries.
- ★ Programs offering a military-component had the fewest student entries (14%).

PROGRAMMATIC COMPONENTS

JJAEPs offer students a variety of services in addition to the required educational and behavior management programming. These program components are similar across most JJAEPs and may include individual, group, and family counseling, substance abuse counseling, life skills classes and community service. Students may participate in one or all of the services offered within a single program. Participation is often dependent on program requirements or a juvenile court order. Programmatic Components offered in JJAEPs are presented in Table 32.

TABLE 32

JJAEP Programmatic Components

School Year 2016-2017

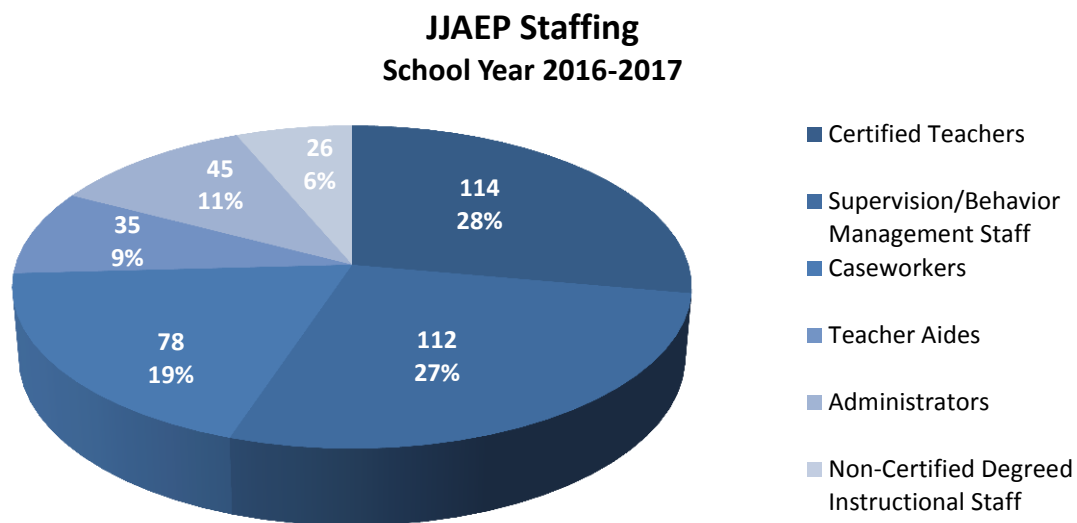
Number & Percent of Programs that Incorporate Various Program Components					
Program Component Offered	Military Component (N=6)	Therapeutic (N=9)	Traditional School Model (N=11)	Number of JJAEPs with Component (N=26)	% of All JJAEPs with Component
Individual Counseling	4	9	8	21	81%
Life Skills Training	5	8	5	18	69%
Drug/alcohol prevention/intervention	6	7	7	20	77%
Substance abuse counseling	4	7	6	17	65%
Group counseling	4	7	6	17	65%
Anger management	6	6	5	17	65%
Mental Health Evaluation	5	7	5	17	65%
Community Services	6	6	5	17	65%
Tutoring or mentoring	3	8	5	16	62%
Family Counseling	4	6	3	13	50%
Parenting programs (for students' parents)	3	5	4	12	46%
Physical training or exercise program	6	0	2	8	31%
Vocational training/job preparation	2	3	3	8	31%
Experiential training	3	4	1	8	31%
Military drill and ceremonies	5	0	0	5	19%
Service Learning	3	3	2	8	31%
Additional courses (electives)	4	6	5	15	58%
Others	0	1	1	2	8%

- ★ All JJAEPs offered at least one program, and as many as 14 program components, in addition to required educational and behavior management programming.
- ★ The most common program component incorporated into the JJAEPs was individual counseling (81%).
- ★ Tutoring or mentoring was offered in 62% of the JJAEPs.
- ★ At least one of the counseling services (individual, family counseling, substance abuse, anger management, and group) was offered in every program.
- ★ An additional component was queried for the previous report, offering additional for credit courses (mostly electives) to support accelerating the acquisition of high school credits (58% of the programs offer additional courses).

PROGRAM STAFFING

JJAEPs were staffed by a variety of professionals and paraprofessionals. The instructions in the survey indicated each program could count a staff member in only one category (a teacher with both a general education certification and special education certification was counted only once). Instructional staff members are defined the following roles: certified general education teacher, special education teacher, and degreed non-certified instructional staff (those staff members who have a college degree and are not certified by the Texas Education Agency). Supervisory staff includes: security personnel, behavior management staff, and drill instructors. Texas Education Code, Section 37.011 requires one certified teacher per site. Chart 33 provides a summary of the number and percentage of program staff statewide during school year 2016-2017.

CHART 33



- ★ Fifty-one of the certified general education teachers are also certified as special education teachers.
- ★ The total number of staff positions for JJAEPs in school year 2016-2017 was 410, 20% less than in the previous report when the total was reported at 513.
- ★ Certified teachers comprise 28% of all JJAEP staff members compared to the previous report when certified teachers comprised 33% of all staff members.
- ★ Instructional staff members (teachers and aides) are 36.3 % for 2016-2017 of the total staffing numbers compared to 58% in the previous report.
- ★ Teachers that had both general education and special education certification were counted twice in the previous report.
- ★ Twenty-seven percent of the JJAEP staff positions were supervisory staff compared to 20% for the previous report.
- ★ Nineteen percent of the JJAEP staff positions were staffed by caseworkers compared to 20% in the previous report.

Table 34 provides a breakdown of program staff and staff to student ratio by model type.

TABLE 34

JJAEP Instructional Staff to Student Ratio by Model Type

School Year 2016-2017

	Number of Instructional Staff	Percent of Total Staff	Attendance Days	Average Attendance per Day	Average Staff to Student Ratio
Military Component	38	27.14%	16356	92	2
Therapeutic	70	50.00%	77826	432	6
Traditional School Model	32	22.86%	22978	128	4
Totals	140	76.35%	117160	662	5

- ★ In therapeutic programs, staff-to-student ratio was 6:1.
- ★ In traditional programs, the average staff-to-student ratio was 4:1.
- ★ In military-component programs, the average staff-to-student ratio was 2:1.
- ★ Statewide, the instructional staff to student ratios was 5:1.

STUDENT POPULATION SERVED

Each JJAEP is different and may serve various populations of students depending on the local MOU with school districts and the needs of the juvenile court. The two basic categories of students served by JJAEPs are: expelled youth and non-expelled youth. Expelled youth are categorized with two designations: eligible as mandatory or discretionary.

Mandatory expulsions are those expulsions required by statute (see pages 8-9 for a list) and include the more serious offenses. Discretionary expulsions are those expulsions that are determined by statute in TEC Chapter 37 and school districts have described in their student code of conduct. JJAEPs are not required to provide services to non-expelled youth, yet seventeen of the programs were able to accept students who were court ordered in school year 2016-2017.

Placement of non-expelled youth may be due to a variety of reasons that are agreed to within each county's Memorandum of Understanding (MOU). Non-expelled youth may be categorized within the following groups: court-order, residential youth; court-ordered, non-residential youth; local school district agreement, or as registered sex offenders. The definitions of each of these categories are as follow:

- ★ Court-Ordered, Residential Youth – Juveniles placed into a residential facility are required to attend school. The JJAEP may be designated as the “school” for students in residential placement. These students are transported to the JJAEP for school hours and return to the residential facility at the end of the program day.
- ★ Non-Residential Youth – A student may be required to attend school at the JJAEP as a condition of court-ordered probation. The juvenile court may issue this order for a variety of reasons, including safety of the victim or school personnel, or because the needs of the juvenile require a more structured learning environment.
- ★ Local School District Agreement – A student may be placed into a JJAEP voluntarily through an agreement with the local school district. This is generally handled on a case by case basis.
- ★ Registered Sex Offender – Students who are registered sex offenders may be placed in a JJAEP. Due to the lengthy process that ensues in the justice system, program administrators report that there are no instances in which a student is still attending a JJAEP at the time that registration as a sex offender is required.

Table 35 provides the number of programs accepting each type of non-expelled student.

TABLE 35

**Programs Providing Services to Non-Expelled Youth
School Year 2016-2017**

Types of JJAEP Entry for Non-Expelled Youth	Number of Programs	Percent of Programs Offering Services (N=26)
Court Ordered Residential	4	15%
Court Ordered Non-Residential	16	62%
Local District Agreement	5	19%
Registered Sex Offender	1	4%

- ★ A total of 16 JJAEPs offered services to 378 court ordered non-residential students during the 2016-2017 school year.
- ★ Fifteen percent of JJAEPs had agreements to provide services to court-ordered residential students.
- ★ No students who were required to register as a sex offender attended a JJAEP in school year 2016-2017.

POPULATION EXCEPTIONS

State law only requires that JJAEPs serve students that have been expelled for committing a mandatory expulsion offense. Due to that requirement, some JJAEPs only choose to serve youth who have mandatory expulsions. Additionally, school districts are required to ensure an educational placement for students expelled for discretionary reasons, either to a Discipline Alternative Education Placement (DAEP) or the JJAEP. Therefore, the JJAEPs negotiate with their school districts to determine which expelled students with discretionary offenses are served at the DAEP or the JJAEP.

The majority of counties (N=23) have agreements to serve students with discretionary expulsions in the JJAEP. Nine JJAEPs in school year 2016-2017 (Bell, Brazos, Brazoria, El Paso, Galveston, Lubbock, Tarrant, Travis, and Wichita Counties) had MOUs excluding or limiting part of the districts' discretionary expulsion population. Those exclusions are listed below:

- ★ *Bell, Brazos, El Paso:* All discretionary expulsions
- ★ *Brazoria, Johnson Lubbock, Travis:* Discretionary expulsions for students who are 17 years of age or older
- ★ *Wichita:* All discretionary expulsions with the exception of Title 5 offenses
- ★ *Tarrant:* Discretionary expulsions for students who have not attained the sixth grade
- ★ *Galveston,:* All discretionary expulsions with the exception of Title 5 offenses and registered sex offenders

ATTENDANCE

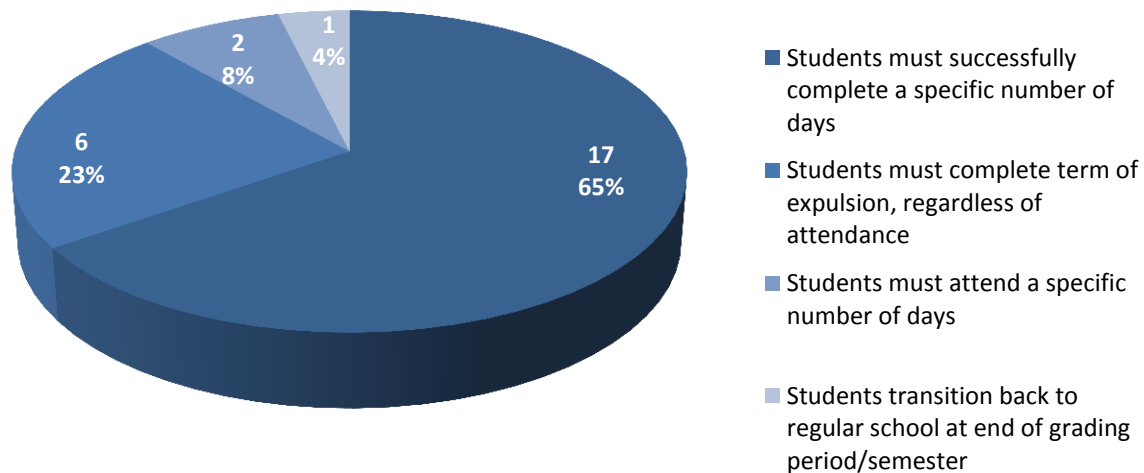
A student's expulsion from school and the length of expulsion is determined by the local school district and is delineated in each county's MOU. MOUs between the juvenile board and the local school districts also set the conditions for completion of the JJAEP assignment.

The most often used requirement is that of successfully completing each school day that the student is in attendance. This requirement is used to hold students accountable for their behavior. Additionally, these JJAEPs are able to motivate students, while in the program, to practice the needed skills for later success in their home campus.

Those JJAEPs not requiring the successful completion of an assigned number of expulsion days require other conditions be met prior to the student returning to their campus. For these programs, return to their campus is based on the completion of the expulsion term or the completion of the grading period. See Chart 36 for the number of JJAEPs by required exit conditions.

CHART 36

JJAEP Conditions to Exit Program School Year 2016-2017



- ★ Seventeen of the 26 JJAEPs, or 65% of the programs in school year 2016-2017, required students to successfully complete a specified number of days before they were released from the program.
- ★ Six of the programs require students complete terms of expulsion, regardless of attendance.
- ★ Only one program transitions students back to campus at the end of the grading period or semester.

MINIMUM LENGTH OF STAY

According to the information provided in the surveys filled out by each county, a JJAEP's minimum length of stay for school year 2016-2017 is quite varied. Nine counties do not have an agreed upon minimum length of stay. Some counties have a different minimum for students who are mandatorily placed than for students who are in JJAEP for a discretionary placement. For at least one county, each school district individually determined the minimum length of stay. Some students may transition to their home campus earlier than scheduled due to having excellent behavior and attendance, while also meeting exit requirements. Table 37 lists the minimum length of stay by county.

TABLE 37

Minimum Length of Stay by County School Year 2016-2017

County	# of Days	County	# of Days	County	# of Days
Bell	30	Galveston	75	Montgomery	30
Brazoria	65	Harris	45	Nueces	60
Brazos	80	Hays	90	Tarrant	90
Cameron	90	Hidalgo	30	Travis	30
Collin	30	Jefferson	70	Wichita	30
Dallas	90	Johnson	30	Average:	54.7
Denton	30	Lubbock	45		

- ★ For the nineteen counties reporting, the minimum stay ranged from 30 to 90 days.
- ★ The average minimum length of stay was 54.7 days compared to 59 days in the previous report, and 20 days less than in the 2012-2013 report.

TRANSPORTATION

Transportation of students is an important issue for JJAEPs. Because the JJAEP serves the entire county, the location of the JJAEP may pose transportation problems for families of students living a great distance from the program. Transportation is, therefore, an issue addressed in all MOUs between the juvenile board and school districts.

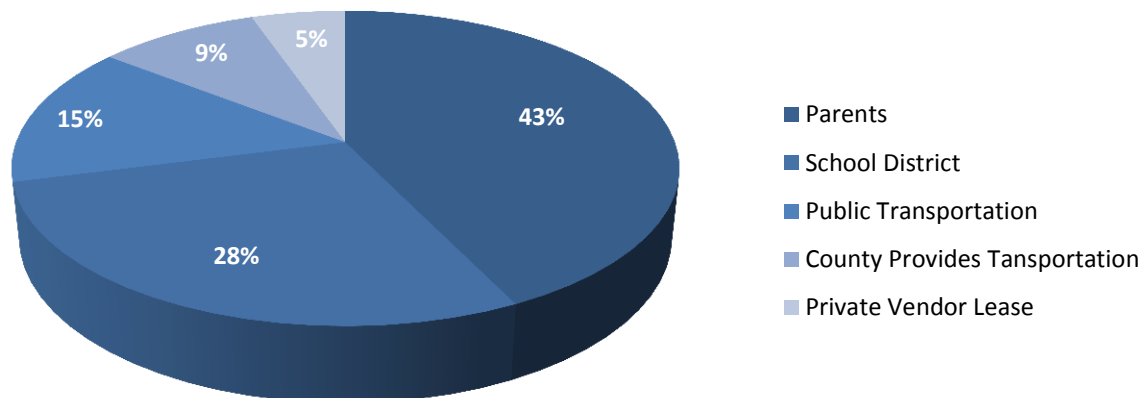
JJAEPs arrange various methods of transportation to assist students in reaching the program. Some JJAEPs do not provide transportation for students. Transportation to JJAEPs may be provided by parents, the county, the school district, a private vendor, public transportation or in some combination of these options.

Program administrators report that attendance is inconsistent for those students who are transported by family members or take public transportation. This group of students is not as successful in completing the requirements for exiting the JJAEP program in a timely manner.

Chart 38 depicts the various means of transportation used by JJAEPs in school year 2016-2017 by percentage of use. Departments reported multiple means of transportation.

CHART 38

JJAEP Transportation Method School Year 2016-2017



- ★ Parents provided some portion of transportation for their students in all 26 JJAEPs.
- ★ School districts provided transportation to students in 18 of the JJAEPs.
- ★ Parents and school districts account for 71% of the transportation options available to students.

Section 5: Program Measures and Performance of Juvenile Justice Alternative Education Programs

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) ANALYSIS

METHODOLOGY

The 82nd Texas Legislature changed the requirement from using the Texas Assessment of Knowledge and Skills (TAKS) as a measure to the administration and reporting of student passing rates on the STAAR tests for all Texas students. The STAAR test was first administered during the spring semester of the 2012-13 school year. The STAAR program includes annual assessments for Grades 3–8 in reading and mathematics; assessments in writing at Grades 4 and 7; in science at Grades 5 and 8; and in social studies at grade 8; and end-of-course assessments for English I, English II, algebra I, biology and U.S history. For students in JJAEPs, this report provides STAAR results in reading and math only.

The student STAAR performance results reported are based on data provided by TEA from the statewide testing database. Upon receipt, testing data was merged with JJAEP data maintained by TJJD for analysis. A matching rate of 64% provided a solid sample of students with STAAR testing data. For STAAR testing, there are several opportunities to take the tests each year, yet their results were provided with no specific test date. Matched JJAEP student data was used to analyze the results in reading/English language arts and mathematics. Due to students having multiple opportunities to take these assessments, and not being able to match to the 90 day stay criterion prior to testing, all JJAEP students who took the STAAR tests will be utilized for analysis, regardless of length of stay.

STAAR Testing Program: Grade Four through Eight Results

Results for Grades 4–8 will be analyzed initially. For Grades 4–8 STAAR tests, the criteria used to determine passing rates was analyzed by grade, JJAEP program characteristics and passing rate (not passing: Level I - did not meet and approaching grade level; passing: Level II - met or level III - exceeded grade level). TEA has completed the phase in process for more rigorous testing standards which require higher scale scores to denote passing.

An analysis of the data was completed in order to determine the number of students who were tested or did not complete the STAAR.

Table 39 provides information about excluded and scored STAAR results for fourth - eighth grade students in JJAEPs. Results include only those students whose record was matched to testing data. STAAR results also reflect students scoring on all versions of the STAAR tests (Language Learners, Spanish, or accommodated for students with special education needs).

TABLE 39

**Excluded and Scored STAAR Results for Fourth to Eighth Grade Students in
JJAEP
School Year 2016-2017**

	Grade 4 Math/ Reading	Grade 5 Math	Grade 5 Reading	Grade 6 Math	Grade 6 Reading	Grade 7 Math	Grade 7 Reading	Grade 8 Math	Grade 8 Reading
Absent	0	0	1	7	7	14	18	12	7
%	0.0%	0.0%	4.2%	6.9%	6.9%	6.5%	8.3%	3.6%	2.1%
Other	0	1	3	1	1	13	14	6	43
%	0.0%	4.2%	12.5%	1.0%	1.0%	6.0%	6.5%	1.8%	13.1%
Scored	5	23	20	94	94	190	185	311	279
%	100.0%	95.8%	83.3%	92.2%	92.2%	87.6%	85.3%	94.5%	84.8%
Total	5	24	24	102	102	217	217	329	329
%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

★ Between 83% and 100% of students matched to testing were scored on each of the exams.

Table 40 presents the average scale score and passing rates for Grade 4–8 in math and reading STAAR tests.

TABLE 40

**STAAR Passing Rates for JJAEP Students in Grades 4–8
School Year 2016-2017**

Grade & Subject	N	Average Scale Score	Passing Rate	Passed Both
4 Math	5	1,395	0%	0%
4 Reading	5	1,229	0%	
5 Math	23	1,491	13%	5%
5 Reading	20	1,381	10%	
6 Math	94	1,502	10%	5%
6 Reading	94	1,455	11%	
7 Math	190	1,513	4%	3%
7 Reading	185	1,492	8%	
8 Math	311	1,568	8%	4%
8 Reading	279	1,546	12%	

Note: Passing indicates the student met or mastered the grade level.

★ The passing rates for reading tests in each grade were higher than the passing rates for math for sixth through eighth grade.

- ★ The passing rates for math varied from zero to 13%.
- ★ The passing rates in reading varied from zero to 12%.
- ★ Since the previous report, TEA completed the phase in process for the implementation of a more rigorous STAAR testing standard, which in turn has raised the required passing.
- ★ The overall passing rate is lower even when the scale scores were higher compared to the previous report.

Table 41 provides the 2014-2015 and 2016-2017 average scale scores and passing rates comparisons for Grades 4–8.

TABLE 41

**Comparison of STAAR Passing Rates for JJAEP Students in Grades 4-8
School Year 2014-2015 and School Year 2016-2017**

Grade & Subject	N 2016- 2017	N 2014- 2015	Average Scale Score 2016- 2017	Average Scale Score 2014- 2015	Passing Rate 2016- 2017	Passing Rate 2014- 2015	Passed Both 2016- 2017	Passed Both 2014- 2015
4 Math	5	3	1,395	1414	0%	33%	0%	33%
4 Reading	5	3	1,229	1377	0%	67%		
5 Math	23	16	1,491	1446	13%	25%	5%	19%
5 Reading	20	17	1,381	1424	10%	41%		
6 Math	94	79	1,502	1487	10%	18%	5%	13%
6 Reading	94	77	1,455	1443	11%	36%		
7 Math	190	227	1,513	1508	4%	22%	3%	17%
7 Reading	185	222	1,492	1487	8%	27%		
8 Math	311	344	1,568	1515	8%	22%	4%	19%
8 Reading	279	383	1,546	1561	12%	47%		

Note: Passing indicates the student met or mastered the grade level.

- ★ The overall passing rate is lower even when the scale scores were higher compared to the previous report.
- ★ Since the previous report, TEA completed the phase in process for the implementation of a more rigorous STAAR testing standard, which in turn has raised the required passing rates for all tests.

Table 42, JJAEP STAAR Passing Rates for Grades 4–6 in Math and Reading, summarizes the passing rate for each test and grade by key JJAEP student and program characteristics: JJAEP Expulsion Type, Program Model Type, Operation Design and Instructional Staff-to-Student ratio.

TABLE 42

STAAR Passing Rates for JJAEP Students in Grades 4-6
School Year 2016-2017

	Grade 4 Math		Grade 4 Reading		Grade 5 Math		Grade 5 Reading		Grade 6 Math		Grade 6 Reading	
	N	Passing Rate	N	Passing Rate	N	Passing Rate	N	Passing Rate	N	Passing Rate	N	Passing Rate
Total	5	0%	5	0%	23	13%	20	10%	94	10%	94	11%
Expulsion Type												
Mandatory	3	0%	3	0%	7	14%	6	0%	39	21%	39	15%
Discretionary	1	0%	1	0%	13	15%	11	18%	46	22%	46	7%
Non-Expelled	1	0%	1	0%	3	0%	3	0%	9	0%	9	11%
Program Model Type												
Military Component	0	0%	0	0%	0	0%	0	0%	14	14%	14	14%
Therapeutic Model	4	0%	4	0%	17	6%	15	7%	54	9%	54	9%
Traditional Model	1	0%	1	0%	6	33%	5	20%	26	8%	26	12%
Operation Design												
Private Contractor and Probation Department	1	0%	1	0%	3	0%	3	0%	19	21%	19	21%
Probation Department Only	1	0%	1	0%	7	14%	6	17%	32	6%	33	6%
School District and Probation Department	3	0%	3	0%	13	15%	11	9%	43	7%	42	10%
Instructional Staff-to-Student Ratio												
1:3 or lower	1	0%	1	0%	6	0%	6	0%	29	10%	30	17%
1:4 or greater	4	0%	4	0%	17	18%	14	14%	65	9%	64	8%

- ★ Required scale score for passing has increased since the previous report.
- ★ If there is a student in a category and the percent passing is zero, then the student took the test, but did not pass
- ★ The number of student represented in this table ranges from one to 54.
- ★ The passing rate varies across program model type and grade, and in the smaller groups, zero percent refers to very few students.
- ★ Since the previous report, TEA completed the phase in process for the implementation of a more rigorous STAAR testing standard, which in turn has raised the required passing rates for all tests.

Table 43, JJAEP STAAR Passing Rates for Grades 7–8 in Math and Reading, summarizes the passing rate for each test and grade by key JJAEP student and program characteristics: JJAEP Expulsion Type, Program Model Type, Operation Design and Instructional Staff-to-Student ratio.

TABLE 43

STAAR Passing Rates for JJAEP Students in Grades 7-8
School Year 2016-2017

	Grade 7 Math		Grade 7 Reading		Grade 8 Math		Grade 8 Reading	
	N	Passing Rate	N	Passing Rate	N	Passing Rate	N	Passing Rate
Total	190	4%	185	8%	311	8%	279	12%
Expulsion Type								
Mandatory	70	7%	70	13%	121	16%	111	20%
Discretionary	104	2%	100	4%	159	3%	138	6%
Non-Expelled	16	0%	15	7%	31	7%	30	10%
Program Model Type								
Military Component	17	6%	17	12%	38	11%	34	24%
Therapeutic Model	123	3%	117	6%	185	10%	168	11%
Traditional Model	50	4%	51	10%	88	3%	77	9%
Operation Design								
Private Contractor and Probation Department	48	2%	46	7%	70	9%	67	10%
Probation Department Only	67	5%	64	6%	91	4%	75	8%
School District and Probation Department	75	4%	75	9%	150	10%	137	15%
Instructional Staff-to-Student Ratio								
1:3 or lower	47	2%	48	10%	63	11%	59	14%
1:4 or greater	143	4%	137	7%	248	7%	220	11%

Note: Passing indicates the student met or mastered the grade level.

- ★ In Grades 7-8, students that were mandatory referrals to the JJAEPs had higher passing rates in both math and reading.
- ★ Students, in Grade 8, in a model with a military component, had higher passing rates in both math and reading than students in a therapeutic or traditional model.
- ★ Students in 8th grade math and reading testing, regardless of program characteristic, had a higher passing rate.
- ★ Since the previous report, TEA completed the phase in process for the implementation of a more rigorous STAAR testing standard, which in turn has raised the required passing rates for all tests.

STAAR RESULTS: END-OF-COURSE (EOC) TESTING

For the 2012-2013 school year, the STAAR testing included six end-of-course subjects which the students in JJAEPs were required to take: English I, English II, English III in the English language arts area, and algebra I, algebra II and geometry in the mathematics area. For the 2016-2017 school year, only three subject areas were tested: English I, English II, and algebra I and this report will be for those subjects only.

An analysis of the data was completed in order to determine the number of students who were tested or did not complete the STAAR. Results include only those students whose record was matched to testing data. Table 44 provides the distribution of STAAR EOC participation during school year 2016-2017 for students in JJAEPs.

TABLE 44

End-of-Course Testing by Subject School Year 2016-2017

	End-of-Course Subjects		
	English I	English II	Algebra I
Absent	39	45	50
%	4.1%	6.7%	6.0%
Other	17	8	17
%	1.8%	1.2%	2.0%
Scored	903	620	767
%	94.2%	92.1%	92.0%
Total	959	673	834
%	100.0%	100.0%	100.0%

- ★ All JJAEP students had STAAR tests that were scored.
- ★ Overall, between 92% and 94% of students within each subject were scored.
- ★ The number of students taking the English II examination increased by 100, from 573 in 2014-2015 to 673 in 2016-2017.

For end-of-course examinations, the Phase-In 1 Standard (for EOCs taken in the 2016-2017 school year) was used to determine passing rates. Because end-of-course STAAR testing takes place over several months during the year, no exact information about specific students testing dates exist in the TEA STAAR matched data. Therefore, the students with 90 days or more in JJAEP prior to the STAAR test cannot be properly identified. The reported results are for all students entering JJAEP in school year 2016-17. The passing rates for all JJAEP students who had a score on the specific EOC are presented in Table 45.

TABLE 45
End-of-Course Average Scale Score and Passing Rates
School Year 2016-2017

	English I	English II	Algebra I
# of Students Scored	903	620	767
Average Scale Score	3,497	3,544	3,458
Passing Score	3,775	3,775	3,500
Passing Rate	8%	13%	6%

Note: Passing indicates the student met or mastered the grade level.

- ★ The passing score for English I and English II testing increased by 25 compared to the previous report.
- ★ The passing rates ranges from 6% to 13% across STAAR end-of-course subjects.
- ★ The algebra I passing rate decreased by 31% from the previous report, despite the average scale score increasing by 40 compared to the previous report.
- ★ English I had an 8% passing rate using the Level II Phase-In 1 Standard with 903 students being tested.
- ★ English II had a passing rate of 39% (N = 573) in 2014-2015, while the current passing rate is 13% for 620 students.
- ★ English II has had the highest passing rate in both the 2014-2015 and 2016-2017 reports.
- ★ In the area of math, algebra I had a passing rate of 37%, for 681 students in 2014-2015 compared to the current passing rate of 6% (N = 767).
- ★ Since the previous report, TEA completed the phase in process for the implementation of a more rigorous STAAR testing standard, which in turn has raised the required passing rates for all tests.

Table 46, JJAEP End-Of-Course Passing Rate by Program Model Type, Operation Design, and Staff-to-Student Ratio, summarizes the passing rate for the English I and II and algebra I tests.

TABLE 46

**End-of-Course Passing Rates by Expulsion Type and Program Characteristics
School Year 2016-2017**

	English I		English II		Algebra I	
	N	Passing Rate	N	Passing Rate	N	Passing Rate
Total	903	8%	620	13%	767	6%
Expulsion Type						
Mandatory	419	10%	324	17%	356	8%
Discretionary	332	7%	211	9%	274	4%
Non-Expelled	152	7%	85	11%	137	4%
Program Model Type						
Military Component	137	10%	100	16%	120	11%
Therapeutic Model	606	8%	407	13%	518	5%
Traditional Model	160	8%	113	11%	129	4%
Operation Design						
Private Contractor and Probation Department	203	10%	138	12%	165	2%
Probation Department Only	283	7%	172	11%	242	5%
School District and Probation Department	417	9%	310	15%	360	8%
Instructional Staff-to-Student Ratio						
1:3 or lower	198	10%	150	16%	183	3%
1:4 or greater	705	8%	470	12%	584	7%

Note: Passing indicates the student met or mastered the grade level.

- ★ The passing rates vary across all program characteristics, ranging from 2% to 17%.
- ★ For Expulsion Type, mandatory referrals had higher passing rates in English I, English II, and algebra I than discretionary referrals or “other” referrals.
- ★ Students in a JJAEP characterized as having a military component had the highest passing rate for English I, English II, and algebra I.
- ★ English II had higher passing rates than the tests English I and algebra I.
- ★ Students in JJAEPs with an operation design that involved cooperation between local school districts and the probation department had the highest passing rate in both English II and algebra I.
- ★ The passing rates vary across “Instructional Staff-to-Student Ratio”, ranging from three percent to 16%.
- ★ Students in JJAEPs with a 1:3 or lower staff-to-student ratio had higher passing rates in English I and English II.

IOWA TESTS OF BASIC SKILLS ANALYSIS

METHODOLOGY

Analysis of STAAR results provides one assessment of overall JJAEP performance. Since the STAAR is administered annually it cannot measure student academic growth while in the JJAEP.

The Iowa Test of Basic Skills (ITBS) and the Iowa Test of Educational Development (ITED) are the pre/post-tests utilized to measure academic gain in the areas of reading and math. The tests address specific needs facing the programs on a daily basis and have proven to be solid performance assessment instruments for the JJAEPs.

The ITBS measures academic growth for students in grades three through eight while the ITED measures growth for students in the ninth through twelfth grades. The tests are a “norm-referenced achievement battery” and have been normed with various groups, including racial-ethnic representation, public and private school students and students in special groups.

Students who are expected to be enrolled 90 days or longer are assessed in reading and mathematics, at entry to, and exit from, the program. Students participate in a reading comprehension and vocabulary evaluation which provides the program with a reading total. The mathematics total includes computation, concepts, and problem solving. A standard score and grade equivalency is then derived from the reading and mathematics totals’ raw scores. The standard score (with a 104-384 scoring range) and grade equivalency (ranging from K-13) are reported to the Texas Juvenile Justice Department for each required student as the youth enters and exits the program.

Comparisons of ITBS/ITED admission and exit scores were examined using data from a group of students who met several criteria. As a result, all of the information presented in this section refers only to this group of students. The selection criteria for the ITBS/ITED analysis include students who exited the program, completed both admission and exit testing, were assigned to a JJAEP for a period of at least 90 school days and possessed valid test scores (104-384). Students in this sample totaled 646 students. The average length of stay for this group is 113 days compared to the overall student length of stay which was 74 days. This group of student performance results will be identified as the ITBS/ITED Cohort. Brazoria and Taylor counties did not have eligible students for this ITBS/ITED cohort.

STATEWIDE ITBS/ITED GRADE EQUIVALENCY SCORES

Table 47 presents the ITBS/ITED Cohort grade equivalency for school year 2016-2017.

TABLE 47

ITBS/ITED Average Grade Equivalency Scores for Students Assigned at Least 90 School Days in JJAEP School Year 2016-2017

Iowa Test	N	Admission Average	Exit Average	Difference
Math	646	6.67	7.13	0.46
Reading	646	6.90	7.44	0.54

- ★ At admission, students had an average ITBS/ITED grade equivalency at the 7th grade level in both subjects.
- ★ The average grade equivalency results for reading increased by one semester from admission to exit.
- ★ Reading scores improved slightly more than mathematics scores, both of which were at a slightly lower gain than in the previous report.

ITBS/ITED AVERAGE GROWTH SCORES BY COUNTY

In order to evaluate the performance of the JJAEPs by county, educational growth between admission and exit was compared for all mandatory JJAEPs for whom eligible students were reported. Table 48 presents the math and reading admission and exit grade equivalency scores for counties operating a JJAEP during school year 2016-2017.

TABLE 48

ITBS/ITED Average Grade Equivalency Scores by County for Students Assigned at Least 90 Days in JJAEP School Year 2016-2017

County	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
BELL	1	11.60	13.00	1.40	1	7.70	10.00	2.30
BEXAR	10	5.74	6.92	1.18	10	6.27	7.38	1.11
BRAZOS	10	6.29	6.60	0.31	10	4.45	6.19	1.74
CAMERON	27	7.51	9.02	1.51	27	7.13	8.76	1.64
COLLIN	14	8.05	9.02	0.97	14	8.24	8.28	0.04
DALLAS	112	6.81	7.14	0.33	112	7.07	7.81	0.75
DENTON	9	8.32	6.66	-1.67	9	6.88	7.66	0.78
EL PASO	24	7.10	6.99	-0.10	24	6.78	6.76	-0.02
FORT BEND	32	6.84	6.72	-0.12	32	7.33	7.13	-0.19
GALVESTON	4	7.58	9.90	2.33	4	9.23	9.63	0.40
HARRIS	96	5.43	5.86	0.43	96	5.85	6.29	0.44
HAYS	13	7.09	7.99	0.90	13	6.73	7.69	0.96
HIDALGO	19	4.72	7.31	2.58	19	6.51	6.93	0.42
JEFFERSON	6	6.62	8.10	1.48	6	9.07	8.03	-1.03
JOHNSON	4	7.75	7.15	-0.60	4	5.45	7.15	1.70
LUBBOCK	6	6.95	6.32	-0.63	6	9.17	10.67	1.50
MCLENNAN	5	6.84	6.44	-0.40	5	7.08	8.52	1.44
MONTGOMERY	66	7.08	7.61	0.53	66	8.55	8.97	0.41
NUECES	17	7.94	6.89	-1.05	17	7.48	7.05	-0.44
TARRANT	64	7.66	7.74	0.08	64	7.33	7.82	0.49
TRAVIS	18	7.31	9.27	1.96	18	7.87	8.97	1.11
WEBB	47	5.89	5.91	0.02	47	5.15	5.04	-0.11
WICHITA	17	5.89	6.80	0.91	17	5.82	6.83	1.01
WILLIAMSON	25	6.09	7.09	1.00	25	6.50	7.54	1.04

- ★ Brazoria and Taylor counties did not have eligible students for this ITBS/ITED cohort.
- ★ Nine programs tested 10 or fewer students with both pre and posttests.
- ★ In 17 of 24 programs (71%), students showed an improvement in math with a range of staying on grade level (.02) to 2.58 grade levels.
- ★ In 19 of 24 programs (79%), students showed an improvement in reading/ELA, from staying on grade level (.04) up to 2.3 grade levels for an individual student in one county.

- ★ The greatest positive change in math scores was in Hidalgo County where the average score increased 2.58 grade levels for 19 students.
- ★ The greatest positive change in reading scores was in Brazos County where the average score increased 1.74 grade levels for 10 students.
- ★ A drop in average score at exit may exist for a variety of reasons.
- ★ The county administrators state that the decrease in grade level is more an indication of lack of effort on the part of the individual test takers, not a reflection of how well or poorly the students learned or participated.

ITBS/ITED GRADE EQUIVALENCY SCORES BY RACE

Table 49 presents the ITBS/ITED performance of JJAEP students by race in math and reading for school year 2016-2017.

TABLE 49

ITBS/ITED Average Grade Equivalency Scores by Race for Students Assigned at Least 90 Days in JJAEP School Year 2016-2017

Race Category	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
African American	148	6.60	6.98	0.38	148	6.68	7.23	0.54
White	363	6.36	6.92	0.57	363	6.43	7.05	0.62
Hispanic	117	7.76	7.86	0.10	117	8.46	8.64	0.18
Other	18	6.41	7.78	1.37	18	8.01	9.22	1.22

- ★ All racial groups demonstrated staying on grade level or showing improvement in reading and math during their enrollment in the JJAEP.
- ★ Students who were White had the lowest average admission scores in reading and math.
- ★ Students who were Hispanic had had the smallest reading and math gain.
- ★ Students identified as Other (Asian, American Indian, and Pacific Islander), the smallest group, demonstrated the most improvement in math, increasing by 1.37 grade levels, and 1.22 grade levels in reading.

ITBS/ITED GRADE EQUIVALENCY SCORES BY TYPE OF JJAEP EXPULSION

Students placed into a JJAEP may perform differently by type of expulsion. Table 50 presents the results of the ITBS/ITED grade equivalency scores by type of JJAEP expulsion.

TABLE 50

ITBS/ITED Average Grade Equivalency Scores by Expulsion Type for Students Assigned at Least 90 Days in JJAEP School Year 2016-2017

Expulsion Type	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Mandatory	377	7.07	7.52	0.45	377	7.39	7.76	0.38
Discretionary	191	6.02	6.59	0.57	191	6.18	6.93	0.75
Non-Expelled	78	6.33	6.57	0.24	78	6.29	7.09	0.80

- ★ Students in JJAEP due to a mandatory expulsion had, at entry, the highest admission average, for both math and reading.
- ★ Students overall reading and math scores increased from three to nine months of growth at exit.

ITBS/ITED GRADE EQUIVALENCY SCORES BY PROGRAM CHARACTERISTIC

Table 51 presents the change in student ITBS/ITED scores by program characteristic including program model type, operation design and instructional staff-to-student ratio. Programmatic information was compiled from a survey completed by JJAEP program administrators.

TABLE 51

ITBS/ITED Average Grade Equivalency Scores by Program Characteristics for Students Assigned at Least 90 Days in JJAEP School Year 2016-2017

Program Characteristics	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Program Model Type								
Military Component	53	6.77	7.35	0.58	53	6.91	7.65	0.74
Therapeutic Model	493	6.68	7.19	0.52	493	7.08	7.67	0.59
Traditional Model	100	6.57	6.70	0.13	100	6.00	6.20	0.20
Operation Design								
Private Contractor and Probation Department	92	6.83	8.14	1.31	92	7.12	7.97	0.85
Probation Department Only	282	6.19	6.52	0.33	282	6.20	6.76	0.56
School District and Probation Department	272	7.11	7.42	0.31	272	7.54	7.96	0.42
Instructional Staff-to-Student Ratio								
1:3 or lower	164	6.90	7.56	0.66	164	7.19	7.69	0.51
1:4 or greater	482	6.59	6.98	0.40	482	6.80	7.35	0.55

- ★ Positive growth in reading and math was demonstrated by all programs, regardless of characteristic.
- ★ The largest positive change in grade equivalency scores for math and reading was in JJAEPs operated jointly by a private contractor and the probation department, with average increases of 1.31 and .85 grade levels, respectively.
- ★ Averages at exit for the traditional model showed the smallest gains in both math and reading.
- ★ The instructional staff to student ratio is significantly lower compared to the previous report.

ITBS/ITED GROWTH EXPECTATIONS

In order to examine growth expectations, analysis was performed to determine the number of students who tested below grade level on entry. TJJD created estimates of expected growth in the ITBS/ITED based on length of stay in a JJAEP. Based on the scoring scale for the ITBS/ITED, a student's score is expected to increase by one-tenth for each month of a given school year. Table 52 provides the ITBS/ITED Cohort by Expected Growth.

TABLE 52

JJAEP ITBS/ITED Cohort Entry Scores by Growth School Year 2016-2017

Entry Scores	Math				Reading			
	ITBS/ITED Cohort		Met or Exceeded Expected Growth		ITBS/ITED Cohort		Met or Exceeded Expected Growth	
	N	%	N	%	N	%	N	%
Tested At or Above Grade Level at Entry	139	22%	28	20%	163	25%	36	22%
Tested Below Grade Level at Entry	507	78%	254	50%	483	75%	247	51%
Total	646	100%	282	44%	646	100%	283	44%

- ★ Based on TJJD analysis, 78% of students tested below grade level in math for the 2016-2017 school year, down from 80% in the previous report.
- ★ Fifty percent of students who entered with below grade level in math met or exceeded expected growth targets in math reading compared to those who were at or above grade level (20%).
- ★ Fifty-one percent of students who tested below grade level in reading at entry to the JJAEP achieved the expected level of growth from pre-test to post-test, compared to 22% of those students who tested at or above grade level in reading at entry to the JJAEP.

GROWTH RATE BY PROGRAM CHARACTERISTIC

Table 53 provides ITBS/ITED growth expectation by program characteristic.

TABLE 53

ITBS/ITED Growth Expectations by Program Characteristics School Year 2016-2017

Program Characteristics	Math		Reading	
	N	Percent At or Exceeding Expectations	N	Percent At or Exceeding Expectations
Program Model Type				
Military Component	23	43%	26	49%
Therapeutic Model	215	44%	222	45%
Traditional Model	44	44%	35	35%
Operation Design				
Private Contractor and Probation Department	48	52%	45	49%
Probation Department Only	122	43%	121	43%
School District and Probation Department	112	41%	117	43%

- ★ Program model type did not impact ITBS/ITED growth expectations in math.
- ★ Students in military component and therapeutic model JJAEPs met ITBS/ITED growth expectations in reading at a higher rate than students in programs with a traditional model for 2016-2017.
- ★ Students in JJAEPs operated by the probation department in cooperation with a private contractor met ITBS/ITED growth expectations at a higher rate in both reading and math than students in JJAEPs operated by school districts or the probation department only.

BEHAVIOR ANALYSIS

ATTENDANCE RATES IN JJAEPs BY COUNTY

Attendance rates for students in JJAEPs were used as one measure of program success. TJJD requires a minimum overall program attendance rate of 78%. The attendance rates were calculated from monthly program data provided by the counties. TJJD has chosen to continue to use this benchmark since the 2002-2003 school year.

The attendance benchmark, 78%, was established for the 2002-2003 school year, and was based on JJAEP attendance rates for school years 1999-2000 through 2001-2002. Table 54 presents attendance rates for JJAEPs for the 2016-2017 school year by county and statewide.

TABLE 54

JJAEP Attendance Rates by County School Year 2016-2017

County	Statewide Benchmark	2016-2017 Rate	Difference
BELL	78%	76%	-2%
BEXAR	78%	79%	1%
BRAZORIA	78%	89%	11%
BRAZOS	78%	87%	9%
CAMERON	78%	85%	7%
COLLIN	78%	88%	10%
DALLAS	78%	80%	2%
DENTON	78%	94%	16%
EL PASO	78%	91%	13%
FORT BEND	78%	90%	12%
GALVESTON	78%	84%	6%
HARRIS	78%	78%	0%
HAYS	78%	83%	5%
HIDALGO	78%	78%	0%
JEFFERSON	78%	81%	3%
JOHNSON	78%	75%	-3%
LUBBOCK	78%	85%	7%
MCLENNAN	78%	75%	-3%
MONTGOMERY	78%	91%	13%
NUECES	78%	68%	-10%
TARRANT	78%	79%	1%
TAYLOR	78%	82%	4%
TRAVIS	78%	83%	5%
WEBB	78%	75%	-3%
WICHITA	78%	95%	17%
WILLIAMSON	78%	93%	15%
Statewide	78%	82%	4%

- ★ The statewide JJAEP attendance rate decreased from 84% during school year 2014-2015 to 82% for school year 2016-2017.
- ★ Twenty-one of 26 counties (80.7%) met or exceeded the attendance benchmark of 78%.
- ★ Six counties, or 23% of JJAEPs, maintained attendance rates of 90% or better (Denton, El Paso, Fort Bend, Montgomery, Wichita and Williamson).
- ★ Denton, El Paso, Fort Bend, Wichita and Williamson programs have maintained attendance rates of 90% or better since the previous report.
- ★ Eleven JJAEPs (42%) had attendance rates between 80% and 89% (Brazoria, Brazos, Cameron, Collin, Dallas, Galveston, Hays, Jefferson, Lubbock, Taylor, and Travis).
- ★ Five counties: Bell, Johnson, McLennan, Nueces, and Webb did not meet the attendance benchmark.

ATTENDANCE RATES BY EXPULSION TYPE

When examining attendance rates by county, student attendance rates varied by JJAEP expulsion type during the 2016-2017 school year. Table 55 provides the attendance rate by expulsion type.

TABLE 55

JJAEP Attendance Rates by Expulsion Type School Year 2016-2017

County	Expulsion Type			Total
	Mandatory	Discretionary	Non-Expelled	
BELL	94%	-	49%	76%
BEXAR	86%	72%	-	79%
BRAZORIA	90%	85%	90%	89%
BRAZOS	95%	-	87%	87%
CAMERON	88%	82%	84%	85%
COLLIN	89%	88%	97%	88%
DALLAS	84%	72%	33%	80%
DENTON	95%	94%	91%	94%
EL PASO	91%	-	-	91%
FORT BEND	87%	98%	90%	90%
GALVESTON	84%	-	-	84%
HARRIS	81%	76%	61%	78%
HAYS	92%	80%	79%	83%
HIDALGO	82%	75%	-	78%
JEFFERSON	90%	80%	-	81%
JOHNSON	75%	-	-	75%
LUBBOCK	91%	86%	80%	85%
MCLENNAN	83%	75%	-	75%
MONTGOMERY	93%	91%	86%	91%
NUECES	72%	67%	-	68%
TARRANT	83%	70%	70%	79%
TAYLOR	92%	75%	-	82%
TRAVIS	84%	69%	-	83%
WEBB	76%	75%	-	75%
WICHITA	96%	-	95%	95%
WILLIAMSON	92%	89%	96%	93%
Statewide	86%	78%	87%	82%

- ★ In school year 2016-2017, the attendance rate was 86% for mandatory students, a decrease of two percent from the previous report.
- ★ In school year 2016-2017, the attendance rate was 78% for discretionary students, a decrease of one percent from the previous report.
- ★ In school year 2016-2017, the attendance rate was 87% for non-expelled students, a decrease of two percent from the previous report.

STUDENT ABSENCE RATES BEFORE AND AFTER JJAEP PLACEMENT

In addition to examining the attendance rate of JJAEPs at the county level, it is useful to see how individual student attendance changed as a result of participation in the program. This section explores the change in the proportion of absences for students in JJAEPs, comparing absence rates prior to entering the JJAEP and after exit from the program. The “before” period consisted of the two full six-week periods prior to program admission and the “after” period consisted of the two full six-week periods after exit. TEA Pupil Education Information Management System (PEIMS) data were used for this analysis. In order to be included in the analysis, students had to have an exit date and had to have been enrolled for at least 10 days in each of the six-week periods measured (includes school years 2015-2016 and 2016-2017). Data was not available for juveniles enrolled before the third six-week period of school year 2015-2016 or for juveniles who exited after the fourth six-week period of school year 2016-2017. A total of 598 students constitute this cohort.



A negative change in absence rate indicates a positive change in student attendance after returning to the school district. Table 56 provides the overall change in average absence rate for JJAEPs in school year 2016-2017.

TABLE 56

Statewide Absence Rates for Students Before and After JJAEP Placement School Year 2016-2017

	N	Before	After	% Change in Absence Rate
Statewide	598	13.9%	13.2%	-5%

- ★ Statewide, the proportion of absences during the two six-week periods, prior to and after program participation declined by 5%, an decrease in attendance compared to the 2014-2015 school year (15%).

Table 57 gives a statewide breakdown of student absences rates.

TABLE 57

Student Absence Rates After Exiting JJAEP School Year 2016-2017

Students Exiting JJAEP	N	%
Students whose absence rate increased	257	43%
Students whose absence rate stayed the same	14	2%
Students whose absence rate decreased	327	55%
Total	598	100%

- ★ The absence rate for 55% of students decreased after exiting the JJAEP and returning to their district.
- ★ The absence rate for 43% of students increased after exiting the JJAEP and returning to their district.
- ★ The percentages presented in this table are very similar to those in the previous report.

Table 58 provides the absence rates and the change in absences by county for students in JJAEPs in school year 2016-2017.

TABLE 58

**Absence Rates by County for Students in JJAEP
School Year 2016-2017**

County	N	Before	After	% Change in Absence Rate
BELL	2	2.6%	4.6%	78%
BEXAR	66	12.8%	14.5%	13%
BRAZORIA	32	9.4%	8.2%	-12%
BRAZOS	3	12.2%	8.9%	-27%
CAMERON	9	16.6%	27.1%	64%
COLLIN	12	17.3%	9.9%	-43%
DALLAS	46	14.5%	16.2%	12%
DENTON	37	10.1%	9.0%	-11%
EL PASO	6	7.5%	5.8%	-23%
FORT BEND	7	16.6%	13.1%	-21%
GALVESTON	4	18.6%	9.0%	-52%
HARRIS	76	17.1%	16.2%	-6%
HAYS	6	18.9%	14.9%	-21%
HIDALGO	16	19.0%	13.2%	-30%
JEFFERSON	11	23.8%	27.4%	15%
JOHNSON	4	4.6%	3.5%	-22%
LUBBOCK	20	8.4%	6.8%	-19%
MCLENNAN	55	17.1%	15.7%	-8%
MONTGOMERY	51	8.7%	9.0%	3%
NUECES	3	25.6%	32.9%	29%
TARRANT	24	12.8%	14.0%	9%
TAYLOR	13	20.1%	8.0%	-60%
TRAVIS	12	10.3%	10.1%	-2%
WEBB	52	17.1%	15.0%	-13%
WICHITA	9	4.7%	4.0%	-15%
WILLIAMSON	22	12.2%	12.2%	0%
Statewide	598	13.9%	13.2%	-5%

- ★ Eighteen of the 26 JJAEPs (69%) experienced a decrease or maintained the same absence rate when students returned to district after exiting the JJAEP.
- ★ Eight counties had an increased absence rate: Bell, Bexar, Cameron, Dallas, Jefferson, Montgomery, Nueces, and Tarrant.

SCHOOL DISCIPLINARY REFERRALS

A goal of JJAEPs is to improve the behavior of students who attend the program. To measure the behavioral impact of the program, the change in school disciplinary referrals for students in JJAEPs before and after program participation was analyzed. Students may receive a disciplinary referral at a school for a number of reasons. Fifty-three percent of disciplinary incidents in school year 2014-2015, involving a JJAEP student, were a violation of the student code of conduct.

This section explores the change in the number of disciplinary referrals and the severity of disciplinary actions for these incidents for students who attended JJAEPs. A comparison of the average number of disciplinary referrals prior to entering the JJAEP and after exit from the program is presented. The “before” period consisted of the two complete six-week periods prior to program entry. The “after” period consisted of the two complete six-week periods after program exit. Data was not available for juveniles enrolled before the third six-week period of school year 2016-2017 or for juveniles who exited after the fourth six-week period of school year 2016-2017.

Table 59 presents the change in the average number of disciplinary referrals for cohort of students in JJAEPs in school year 2016-2017.

TABLE 59

Statewide “Before” and “After” Average Disciplinary Referrals for Students Exiting from JJAEP School Year 2016-2017

	N	Before	After	% Change in Disciplinary Referrals
Statewide	1,078	2.46	1.13	-54%

- ★ Statewide, the average number of disciplinary incidents declined 54% in the two six-week periods after students exited the JJAEP, a similar decline to the 53% reported in the previous report.

Table 60 identifies the change in number of disciplinary referrals after exiting the JJAEP.

TABLE 60

Student Disciplinary Referrals After Exiting JJAEP School Year 2016-2017

Students Exiting JJAEP	N	%
Students with increase in discipline referrals	169	16%
Students with no difference in discipline referrals	257	24%
Students with decrease in discipline referrals	652	60%
Total	1,078	100%

- ★ Sixty percent of students experienced a decrease in disciplinary referrals after participating in a JJAEP compared to 62% in the previous report.
- ★ Forty percent of students had continued to have the same amount of discipline referrals or more in the two six weeks following their return to their school district.

Table 61 shows the number of disciplinary referrals for students before and after JJAEP participation.

TABLE 61

**Students with Zero to Five or More Disciplinary Referrals “Before” and “After”
JJAEP**

School Year 2016-2017

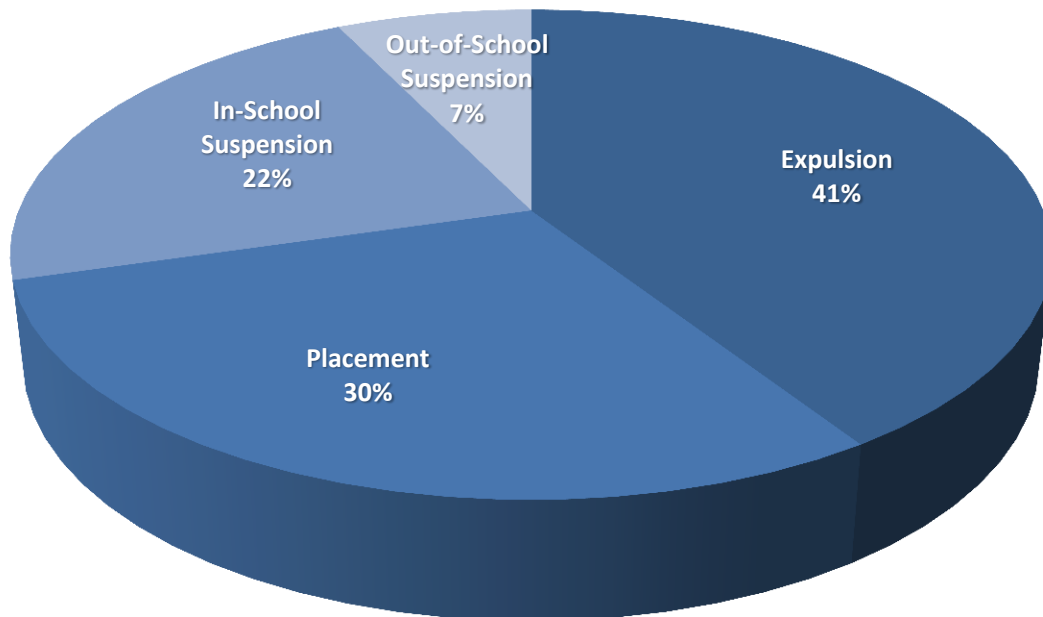
Students Exiting JJAEP	Before JJAEP		After JJAEP	
	N	%	N	%
Students with zero discipline referrals	287	27%	659	61%
Students with one discipline referrals	120	11%	123	11%
Students with two discipline referrals	155	14%	76	7%
Students with three discipline referrals	127	12%	54	5%
Students with four discipline referrals	104	10%	50	5%
Students with five or more discipline referrals	285	26%	116	11%
Total	1,078	100%	1,078	100%

- ★ Twenty-seven percent of students had no disciplinary referrals during the “before” tracking period as the incident resulting in expulsion to the JJAEP occurred in the six-week period in which they entered the program.
- ★ The proportion of juveniles with zero disciplinary referrals increased from 27% in the two six-week periods before JJAEP entry to 61% in the two six-week periods after exiting the JJAEP.
- ★ The proportion of juveniles with five or more disciplinary referrals decreased from 26% before entering the JJAEP to 11% after exit.
- ★ All of the percentages reported are similar to those reported in the previous report.

The level of disciplinary actions for students in the two six-week periods prior to, and after, JJAEP placement are described in Charts 62 and 63. Since 27% of students had no disciplinary referrals during the “before” tracking period, the following two charts describe the level of disciplinary actions for the 73% of the “before JJAEP” students (N= 791) and 39% of the “after JJAEP” students (N= 419).

CHART 62

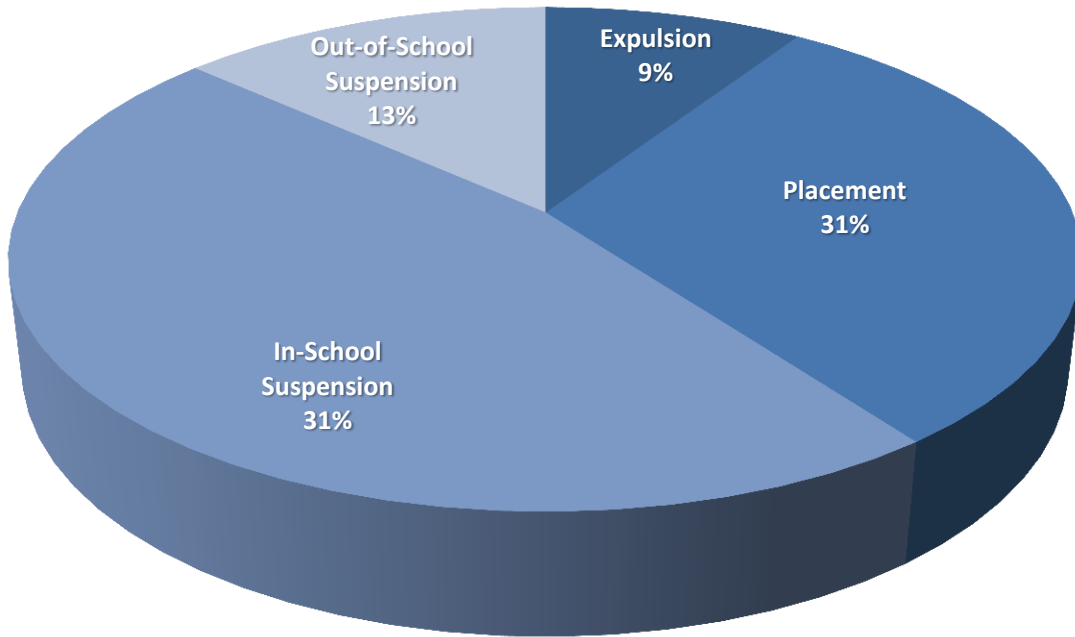
**Level of Disciplinary Actions in the Two Six-Week Periods Before
JJAEP Entry
School Year 2016-2017**



- ★ Prior to JJAEP entry, for 791 applicable students, 30% of the disciplinary actions were expulsions.
- ★ Thirty percent of the disciplinary actions were placements to an alternative school setting.
- ★ Twenty-two percent of the disciplinary actions were in-school suspensions.
- ★ Seven percent of the disciplinary actions were out-of-school suspensions.
- ★ All of the percentages reported are similar to those reported in the previous report, with the largest difference being a 5% increase in the expulsion category.

CHART 63

**Level of Disciplinary Actions in the Two Six-Week Periods After
JJAEP Exit
School Year 2016-2017**



- ★ For 419 JJAEP students with disciplinary actions after exiting the JJAEP, 31% of the disciplinary actions were in-school suspensions.
- ★ Thirty-one percent of the disciplinary actions were placements to an alternative school setting.
- ★ Thirteen percent of the disciplinary actions were out-of-school suspensions.
- ★ Nine percent of the disciplinary actions were expulsions.
- ★ Statewide, the number of disciplinary incidents declined 54% in the two six-week periods after students exited the JJAEP.
- ★ Fifty-nine percent (N=328) of the students with a disciplinary action prior to expulsion had no disciplinary actions for the two six week periods after their return to their school district.

JUVENILE PROBATION SYSTEM RE-CONTACT RATE ANALYSIS

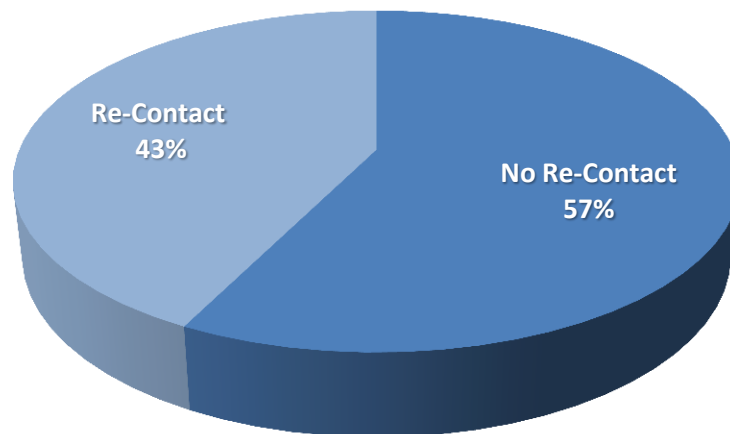
The effectiveness of JJAEPs was also examined by exploring the rate of subsequent contact with the juvenile justice system for students who attended JJAEPs. Following their exit from the JJAEP, students were tracked in the juvenile probation system for one year. A re-contact was defined as any subsequent formal referral to the juvenile probation department regardless of the offense or disposition of the case.

Students who exited JJAEPs in school year 2016-2017, who were less than 16.0 years of age at the time of exit, and who had a formal referral to a juvenile probation department, and who exited by February 28, 2017, were included in the one year analysis (N= 803). In the previous report, 793 students were included in this group.

The subsequent contacts were calculated for individual students rather than entries (a student entering twice during this period was counted only one time). A match was made between JJAEP data and TJJD referral data using the juvenile's personal identification number (PID). Chart 64 shows the re-contact rate within one year for students who exited the JJAEP during school year 2016-2017.

CHART 64

JJAEP One-Year Re-Contact Rates School Year 2016-2017



- ★ The re-contact rate for 342 of 803 juveniles was 43%, an increase of two percent compared to the previous report.
- ★ Of juveniles with a subsequent contact within one year of their release, the number of subsequent contacts ranged from a low of one to a high of 10.
- ★ A total of 46% had one subsequent contact – up six percent from the previous report.
- ★ Twenty-eight percent had two subsequent contacts – up three percent from the previous report.
- ★ Twenty-six percent had three or more subsequent contacts – down nine percent from the previous report.

Table 65 provides the one year re-contact rate by program exit for students in JJAEPS.

TABLE 65

**One-Year Re-Contact Rates by Program Exit for Students in JJAEP
School Year 2016-2017**

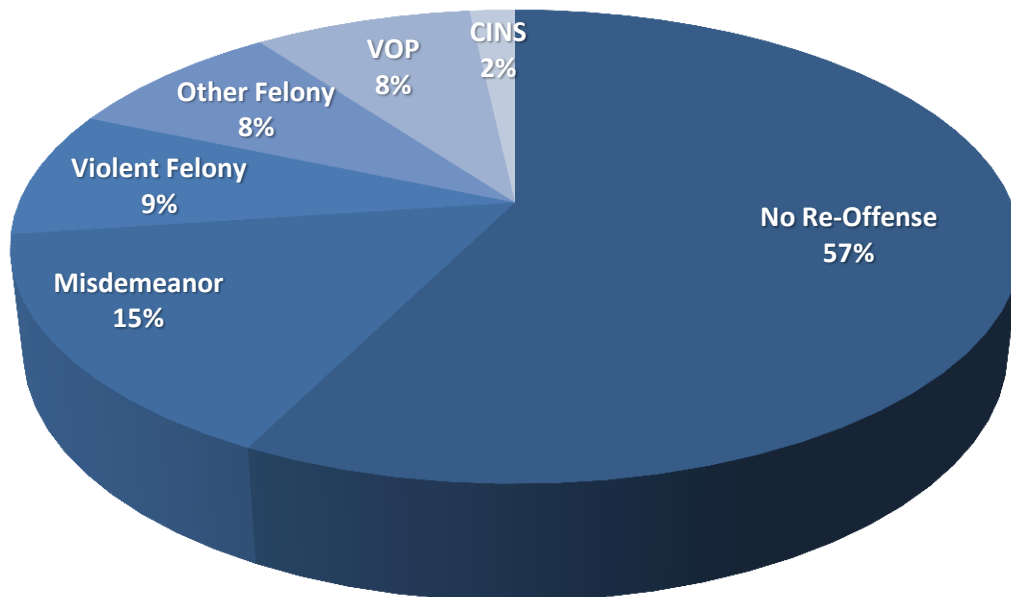
Re-Contact Status	Program Exit						Total	
	Return to Local School District		Left Program Incomplete		Other Exits			
	N	%	N	%	N	%	N	%
No Re-Contact	367	65%	40	30%	54	50%	461	57%
Re-Contact	195	35%	92	70%	55	50%	342	43%
Total	562	100%	132	100%	109	100%	803	100%

- ★ Students who completed JJAEP requirements and returned to their campus had significantly lower re-contact rates than students who left the program prior to completion.

The one-year re-contact rate by severity of subsequent offense is presented below in Chart 66.

CHART 66

**Re-Contact Rates by Severity of Subsequent Offense
School Year 2016-2017**



- ★ More than half of the students (57%) had no re-contact with the county probation department, a decrease of two percent from the previous report.
- ★ Violation of probation decreased from 11% in the previous report to eight percent.
- ★ Nine percent had a subsequent contact for a violent felony within one year, a decrease of two percent compared to the previous report.

The one-year re-contact rate by county and offense level for which they were subsequently referred is presented below in Table 67.

TABLE 67

**One-Year Re-Contact Rates by County and Offense Type
School Year 2016-2017**

County	N	Subsequent Offense Type				Total Re-Contact
		Felony	Misdemeanor A or B	Violation of Probation	CINS	
BELL	4	25%	0%	0%	0%	25%
BEXAR	63	13%	14%	8%	2%	37%
BRAZORIA	25	8%	8%	8%	0%	24%
BRAZOS	16	13%	13%	38%	13%	75%
CAMERON	30	17%	13%	27%	0%	57%
COLLIN	19	11%	5%	11%	0%	26%
DALLAS	60	27%	13%	2%	0%	42%
DENTON	35	6%	17%	9%	0%	31%
EL PASO	12	0%	8%	0%	0%	8%
FORT BEND	9	22%	22%	11%	0%	56%
GALVESTON	3	0%	0%	0%	0%	0%
HARRIS	68	16%	10%	3%	0%	29%
HAYS	13	15%	23%	8%	0%	46%
HIDALGO	19	16%	11%	16%	0%	42%
JEFFERSON	20	20%	15%	20%	0%	55%
JOHNSON	5	20%	20%	0%	0%	40%
LUBBOCK	34	21%	24%	9%	0%	53%
MCLENNAN	68	21%	12%	9%	4%	46%
MONTGOMERY	60	3%	13%	15%	2%	33%
NUECES	10	30%	20%	0%	0%	50%
TARRANT	43	30%	7%	2%	0%	40%
TAYLOR	19	26%	16%	0%	0%	42%
TRAVIS	16	13%	13%	6%	0%	31%
WEBB	98	23%	28%	2%	7%	60%
WICHITA	33	12%	12%	21%	0%	45%
WILLIAMSON	21	14%	38%	0%	0%	52%
Total	803	17%	15%	8%	2%	43%

- ★ The lowest one-year re-contact rate in a county was zero percent in Galveston County for three students.
- ★ The highest re-contact was 75% in Brazos County, where the majority of students are court ordered, which was a decrease of the Brazos County re-contact rate compared to the previous report (92%).
- ★ The JJAEP statewide re-contact rate was 43% for the 2016-2017 school year, two percent higher than in the previous report.

Table 68 shows one year re-contact rates and most severe subsequent offense by program characteristics.

TABLE 68

**One-Year Re-Contact Rates and Most Severe
Subsequent Offense by Program Characteristics
School Year 2016-2017**

Program Characteristics	Subsequent Offense Type				Total Re-Contact
	Felony	Misdemeanor A or B	Violation of Probation	CINS	
Program Model Type					
Military Component	11%	19%	9%	0%	39%
Therapeutic Model	17%	13%	9%	0%	40%
Traditional Model	20%	18%	7%	5%	50%
Operation Design					
Private Contractor and Probation Department	15%	13%	12%	1%	42%
Probation Department Only	22%	18%	4%	3%	47%
School District and Probation Department	14%	14%	10%	1%	40%

- ★ In school year 2016-2017, both therapeutic and military model types had the lowest total re-contact rate.
- ★ The re-contact rate for operation design for probation department only had the highest re-contact rate.

In order to compare JJAEP students with other juveniles in the justice system within the same county, the re-contact rate of non-JJAEP students who were referred between August 1, 2016 and February 29, 2017, and who received dispositions of supervisory caution, deferred prosecution or probation was analyzed. Table 69 describes re-contact rates for students in JJAEPs versus student who were involved with the probation system and not referred to JJAEP.

TABLE 69

**Comparison of One-Year Re-Contact Rates
for JJAEP and Non-JJAEP Juveniles
School Years 2012-2013, 2014-2015, and 2016-2017**

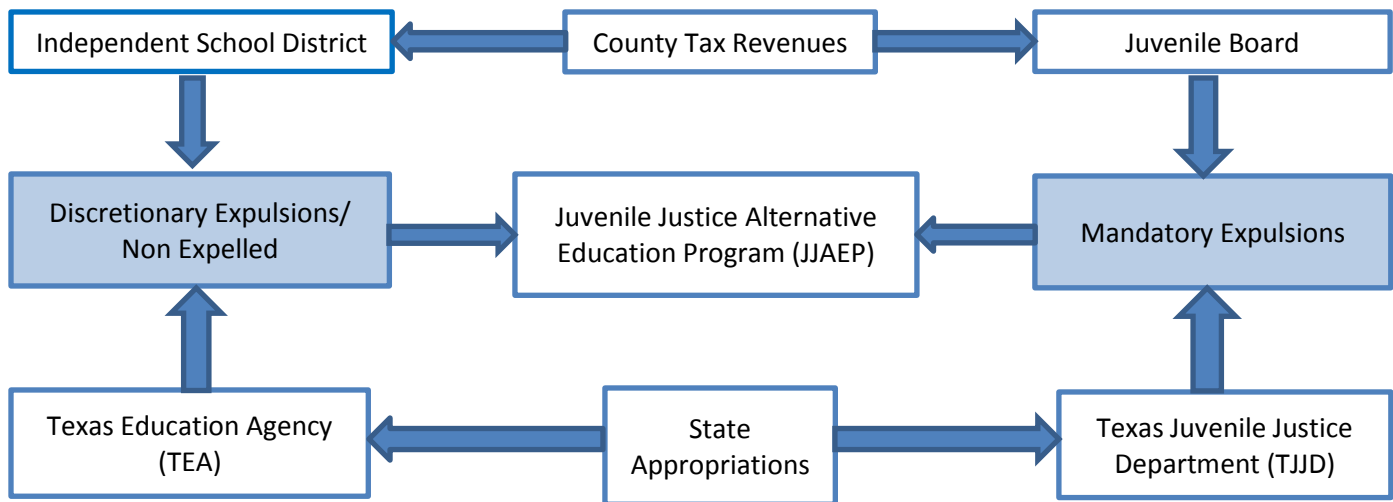
Juvenile Type	One-Year Re-Contract Rates		
	2012-2013	2014-2015	2016-2017
JJAEP Juveniles	43%	41%	43%
Non-JJAEP Juveniles	28%	33%	32%

- ★ The percentage of JJAEP Juveniles having re-contact with the probation department has increased.

Section 6: Program Costing

OVERVIEW

The funding of JJAEPs is a coordinated effort of the local juvenile board, commissioner's court and school districts in the county. Both the school districts and the juvenile board receive funds from local tax revenue, state appropriations, and other grant sources. The diagram below demonstrates the source and the flow of funds for each local JJAEP.



During the 2016-2017 school year, TJJD allocated up to \$96.00, during the regular school year, for each mandatory student attendance day for counties that are required to operate a JJAEP. During the regular school year, TJJD disbursed \$86.00 for each mandatory student attendance day. After voluntarily paying for summer school mandatory attendance days, TJJD allocated the remaining JJAEP funds to pay up to \$10 additional dollars for each mandatory student attendance day, (while not exceeding the maximum amount of \$96 for each mandatory student attendance day). Doing so allowed TJJD to disburse all funds intended for JJAEP while ensuring regular costs throughout the school year remained supported. Students who are placed in the JJAEP under the categories of discretionary expulsions and non-expelled (other) are funded as agreed upon in the local memorandum of understanding (MOU) that is negotiated between each school district located in the county and the local juvenile board. School districts are prohibited from receiving Foundation School Funds (FSF) for students who are mandatorily expelled; however, these districts continue to receive FSF for discretionary and non-expelled students who are served in the JJAEP.

INTRODUCTION

In preparation for this report, TJJD prepared a data collection instrument to gather expenditure data from the counties. The counties were required to work with their local school districts to collect any expenditure by the school districts for the JJAEP program. During this process, some problematic data was identified and the respective county and/or school district(s) were contacted for clarification and to correct inaccuracies. Expenditures were reviewed and are included in this report.

This report presents expenditures for each program in the following ways: program size based on average daily attendance, program model type, and operation design. All counties reported the requested expenditures. As a result of these efforts, this report contains a reasonable cost analysis for the 26 JJAEPs.

Statewide Reported Costs for all JJAEPs

Statewide, total costs for all programs have continued to decrease each biennium. Table 70 provides cost totals and cost per day since the 2006-2007 report.

TABLE 70

Statewide Reported Costs for all JJAEPs From School Year 2006-2007 Through School Year 2016-2017

School Year	Reported Cost Totals	Difference in Cost From Previous Year	Change %	Average Cost Per Day	Changes in Ave. Costs Per Day	% Change
2006-2007	\$36,814,084.17			\$117.29		
2008-2009	\$36,624,764.66	(\$189,319.51)	-0.51%	\$155.37	\$38.08	24.51%
2010-2011	\$31,082,528.88	(\$5,542,235.78)	-15.13%	\$192.59	\$37.22	23.96%
2012-2013	\$25,075,432.82	(\$6,007,096.06)	-19.33%	\$184.41	(\$8.18)	-4.25%
2014-2015	\$26,324,181.45	\$1,248,748.63	4.97%	\$212.52	\$28.11	15.24%
2016-2017	\$24,459,768.49	(\$1,864,412.96)	-7.08%	\$208.77	(\$3.75)	-1.76%

- ★ Overall, costs have decreased since 2006-2007 from \$36.8 million to \$24.5 million as overall student attendance numbers have declined.
- ★ Overall JJAEP program costs have decreased since the 2006-2007 school year by \$12.2 million.
- ★ Average costs per day have decreased this biennium, after increasing the previous biennium.
- ★ Excluding the 2014-2015 school year biennium, every biennium has shown a decrease in reported cost totals from the previous biennium.
- ★ The number of student entries and student attendance days in JJAEP directly affect the cost per day of operating a program.
- ★ As the overall trend of student entries and attendance days decreases, the average cost per day increases.
- ★ There were 2,939 entries in the 2016-2017 school year, an increase from 2,931 in 2015-2016 and the first increase in student entries from the previous year dating back to 2012-2013.
- ★ This biennium shows the smallest percentage change in average cost per day from the previous biennium of all reported school years.
- ★ Cost per day was determined by dividing the total expenditures by the total number of student attendance days during the regular school year.
- ★ *APPENDIX E: ITEMIZATION OF JJAEP COSTS PER DAY: SCHOOL YEAR: 2016-2017* contains a detailed listing of JJAEP costs by county based on all student attendance days and overall costs per school day.

TOTAL COST PER DAY

Cost per day was determined by dividing the total expenditures by the total number of student attendance days during the regular school year. Table 71 identifies the total reported combined county and school district expenditures, ordered from smallest average of all costs per student attendance day to highest average. Additionally, a calculation of the total cost per student attendance day and per school day (including ten in-service days for staff) across all programs is provided.

TABLE 71

JJAEP Cost per Student Attendance Day Total Costs per School Day by County

(Required + Non-Required) School Year 2016-2017

County	Total Costs	Average All Costs Per Student Attendance Day	Average Total Costs Per Day (190 Day School Year)	Total Number of Student Attendance Days
Bexar	\$566,231.23	\$66.95	\$2,980.16	8,458
Cameron	\$725,895.18	\$78.70	\$3,820.50	9,223
McLennan	\$584,775.20	\$88.54	\$3,077.76	6,605
Dallas	\$1,367,713.65	\$123.36	\$7,198.49	11,087
Webb	\$960,755.34	\$125.03	\$5,056.61	7,684
Hidalgo	\$364,115.45	\$134.21	\$1,916.40	2,713
El Paso	\$378,629.12	\$157.96	\$1,992.78	2,397
Montgomery	\$1,722,528.29	\$159.61	\$9,065.94	10,792
Harris	\$2,070,909.52	\$161.95	\$10,899.52	12,787
Brazoria	\$853,489.77	\$240.56	\$4,492.05	3,548
Wichita	\$809,396.85	\$258.68	\$4,259.98	3,129
Tarrant	\$1,931,796.93	\$264.09	\$10,167.35	7,315
Denton	\$1,398,509.62	\$271.56	\$7,360.58	5,150
Travis	\$654,667.96	\$295.96	\$3,445.62	2,212
Jefferson	\$541,011.95	\$299.73	\$2,847.43	1,805
Hays	\$342,235.00	\$304.21	\$1,801.24	1,125
Galveston	\$319,174.12	\$311.39	\$1,679.86	1,025
Brazos	\$626,952.13	\$346.77	\$3,299.75	1,808
Nueces	\$693,623.91	\$368.56	\$3,650.65	1,882
Williamson	\$1,743,523.73	\$368.77	\$9,176.44	4,728
Lubbock	\$686,068.38	\$380.94	\$3,610.89	1,801
Collin	\$1,381,589.54	\$401.74	\$7,271.52	3,439
Johnson	\$246,013.54	\$478.63	\$1,294.81	514
Taylor	\$530,685.00	\$507.83	\$2,793.08	1,045
Fort Bend	\$2,592,413.15	\$602.89	\$13,644.28	4,300
Bell	\$367,063.92	\$624.26	\$1,931.92	588
Totals	\$24,459,768.49	\$7,422.85	\$128,735.62	117,160
Total Costs		\$24,459,768.49		
Average Cost Per Student Attendance Day		\$208.77		

- ★ The total expenditures for 26 JJAEPs reported were \$24,459,768.49, a decrease of \$1,864,412.96 since the previous report.
- ★ The cost per average student attendance day decreased 1.76% since the previous report.
- ★ The cost per day varies from a range of \$66.95 per student attendance day in Bexar County to a high of \$624.26 in Bell County.
- ★ The lowest cost per day for this biennium has decreased \$20.67 from the previous report while the highest cost per day has decreased \$495.03.
- ★ The statewide average cost per day was \$208.77 compared to \$212.52 in the previous report.
- ★ In Bell County, after changing their MOU to only accept mandatory expulsions, continues to have small numbers of students attending the JJAEP with concomitant higher per day costs.
- ★ The cost per school day (based on 180 student attendance days and ten staff in-service days) ranged from \$1,294.81 in Johnson County to \$13,644.28 in Fort Bend County.
- ★ Three counties had a per school day cost over \$10,000.00 per school day: Harris, Tarrant, and Fort Bend.
- ★ Six counties had a per school day cost between \$5,001.00 and \$10,000.00 per school day: Collin, Dallas, Denton, Montgomery, Webb, and Williamson.
- ★ Seventeen counties had a per school day cost of less than \$5,000.00 per school day.

COST VARIABLES

The cost of JJAEPs varies from county to county based on an array of factors including program size, program design, facilities, attendance, services, and transportation.

ATTENDANCE AND STUDENT ENTRIES

The number of student entries and student attendance days in a JJAEP directly impacts the cost per day of operating a program. Over the last several bienniums, the decrease in population has been steady with at least a fifteen percent reduction per year. For this report, the number of student entries shows the smallest decrease in six years.

Table 72 identifies the decrease in JJAEP student entries by expulsion type.

TABLE 72

Decrease in JJAEP Student Entries by Expulsion Type

School Years 2014-2015 and 2016-2017

	2014-2015	2016-2017	% Change
	N	N	
Mandatory	1,416	1,366	-3.66%
Discretionary	1,240	1,195	-3.77%
Non-expelled	321	378	15.08%
Average Change:	2,977	2,939	-1.29%

- ★ The decrease in student entries to JJAEP is the smallest change biennium to biennium since the 2006-2007 school year report.
- ★ In previous years, as the number of students decreased, the costs rose significantly since buildings, staff numbers and other expenses were still needed at the same rate in order to maintain required ratios.
- ★ Administrators in the county JJAEPs have reported cost cutting, staff reductions, and other changes to align with current numbers of student entries.
- ★ Non-expelled student entries increased in 2016-2017, atypical of the pattern of an expulsion type from the school years for the biennium.

- ★ The 1.29% change total over all expulsion types is the smallest percent change reported in any biennium.

COMPARISON OF JJAEP TOATAL COSTS BY STUDENT ATTENDANCE DAYS

Costs for JJAEPs are categorized into required and non-required costs as defined in Texas Education Code Chapter 37.011. Table 73 compares and establishes the cost of an attendance day by total or all costs for school year 2014-2015 and school year 2016-2017.

TABLE 73

Comparison of JJAEP Total Costs by Student Attendance Days School Year 2014-2015 Compared to School Year 2016-2017

	2014-2015	2016-2017
Attendance Days:	123,869	117,160
Total Costs:	\$26,324,181.45	\$24,459,768.49
Total Costs Per Student Attendance Day:	\$212.52	\$208.77

- ★ The average of total costs per attendance day in the 2014-2015 school year was \$212.52.
- ★ The average of total costs per attendance day in the 2016-2017 school year was increased to \$208.77.
- ★ There were 6,709 (5.4%) fewer student attendance days during the 2016-2017 school year compared to the previous report.
- ★ Average per student expenses decreased slightly (1.8%) from the previous report.
- ★ Total costs went down \$1,864,412.96, a decrease of about 7.1% from the last report.

TRANSPORTATION

In the statewide survey results of the 26 mandatory JJAEPs, the majority of programs reported that providing transportation to families increased attendance and student performance, especially for students with parents that lack transportation options. County programs reported a variety of options available to students to assist them in arriving at the JJAEP daily.

School districts within some counties have cooperated to combine transportation needs so only one bus, using a central pick-up and drop-off point, can serve students from different campuses and districts. Several JJAEPs pay school districts for transporting their students, while other JJAEPs are not charged for transportation.

Some JJAEPs surveyed expressed a desire for all school districts to provide transportation for students in JJAEP, just as the districts do for students in DAEPs (though, not all districts provide transportation to DAEPs). According to at least one JJAEP administrator, some school superintendents see lack of transportation as another consequence of inappropriate behavior rather than a student right, necessary to ensure a student receives their education. Some JJAEP's use the temporary loss of district or county provided transportation as a part of their behavior management program.

Table 74 lists transportation costs by county for those counties that reported a transportation cost.

TABLE 74
JJAEP Transportation Costs by County
2016-2017 School Year

County Name:	Costs:	County Name:	Costs:
Bexar	\$1,032.93	Lubbock	\$2,734.93
Brazoria	\$76,100.00	Montgomery	\$345,448.69
Cameron	\$32,378.98	Nueces	\$24,582.31
Collin	\$3,500.00	Tarrant	\$167,168.18
Dallas	\$1,833.47	Travis	\$304.74
Fort Bend	\$11,443.86	Webb	\$13,048.65
Hays	\$4,200.00	Williamson	\$615.73
Hidalgo	\$11,279.98		
Total Transportation Costs			\$695,672.45

- ★ Fifteen counties reported transportation costs, with the range from a low of \$304.74, a decrease from the previous report of \$422.76, to the highest cost of \$345,488.69, an increase from the previous report where the highest cost reported was \$84,306.53.
- ★ In the survey provided to all 26 JJAEPs, 18 counties reported school districts assist with some or all of the students' transportation.
- ★ Three counties did not report any transportation costs even though school districts provide some or all student transportation.
- ★ Of the 15 counties reporting transportation costs, three of the four counties with the highest transportation costs are considered "large" counties.
- ★ Montgomery County has the highest transportation costs and is a higher average daily attendance county.
- ★ In the previous report, four counties reported transportation costs of less than \$5,000.00 each.
- ★ In this report, seven counties reported costs of less than \$5,000.00, for an amount totaling \$14,221.80.
- ★ The remaining eight counties reported transportation costs ranging from \$11,279.98 to \$345,448.69.
- ★ Transportation costs represented 4.2% of all costs for the fifteen programs reporting transportation expenses.

FACILITIES/BUILDING EXPENSES

Facility costs and building expenses vary widely, depending on the county. Eight counties did not report any building expenses, or it may have been folded into the administrative expense. Some of the JJAEPs lease space or are purchasing a facility, while others may not incur facility costs because they are located in a pre-existing structure such as an under-utilized school campus which is donated to the JJAEP program at little or no cost.

See Table 75 which describes facility/building costs by reporting counties.

TABLE 75

Facility and Building Expenses by Reporting Counties School Year 2016-2017

County Name:	Cost	County Name:	Cost
Bell	\$54,001.12	Hidalgo	\$59,465.44
Bexar	\$980.00	Jefferson	\$1,500.00
Brazoria	\$200.00	Lubbock	\$3,035.00
Cameron	\$14,374.19	Nueces	\$86,952.48
Collin	\$32,000.00	Tarrant	\$205,092.00
Dallas	\$212,113.75	Taylor	\$433.00
Denton	\$2,576.29	Travis	\$457.00
Fort Bend	\$29,429.70	Webb	\$5,778.87
Harris	\$130.83	Williamson	\$5,438.60
Reported Total Facility/Building Costs			\$713,958.27

- ★ Counties reporting building expenses went up from sixteen to eighteen compared to the previous report.
- ★ The range of reported expenses for eighteen counties reporting building and facilities: \$130.83 to \$212,113.75
- ★ The total cost of reported building expenses decreased by \$100,067.74.
- ★ The average cost of facilities and building expenses is \$39,664.35, which is 3.7% of these programs' total costs.

TOTAL COST BY PROGRAM SIZE

Table 76 reflects the average total cost per day (required and non-required) of each JJAEP as categorized by the program's average daily attendance (ADA). The table groups each JJAEP into one of three categories based on their ADA (lowest to highest) and are grouped where there was an obvious gap in size. Program size ranges from an average daily attendance below fourteen per day, between fifteen and twenty-nine per day, and thirty-seven and over per day. For the large (thirty-seven and over ADA) category, the natural break in grouping increased from an ADA of thirty-four and over compared to the previous report.

TABLE 76

JJAEP Cost per Student Attendance Day by Size of Program (Based on Average Daily Attendance (ADA))

2016-2017 School Year

Small <14 ADA			Medium 15 - 29 ADA			Large - 37+ ADA		
County	ADA	Costs	County	ADA	Costs	County	ADA	Costs
Johnson	3	\$478.63	Hidalgo	15	\$134.21	McLennan	37	\$88.54
Bell	3	\$624.26	Wichita	18	\$258.68	Tarrant	41	\$264.09
Taylor	6	\$507.83	Collin	20	\$401.74	Webb	44	\$125.03
Galveston	6	\$311.39	Brazoria	21	\$240.56	Bexar	48	\$66.95
Hays	6	\$304.21	Fort Bend	24	\$602.89	Cameron	52	\$78.70
Brazos	10	\$346.77	Williamson	27	\$368.77	Montgomery	61	\$159.61
Jefferson	10	\$299.73	Denton	29	\$271.56	Dallas	61	\$123.36
Lubbock	10	\$380.94				Harris	71	\$161.95
Nueces	11	\$368.56						
Travis	12	\$295.96						
El Paso	13	\$157.96						
Program Average:		\$370.57	Program Average:		\$325.48	Program Average:		\$133.53

- ★ The ADA impacts cost per day.
- ★ There is one more county in the smallest size and one fewer county in the largest size compared to the previous report.
- ★ Three (Bell, Johnson, and Taylor) of the four counties reporting the highest cost per day also had lower average daily attendance than most counties.
- ★ Fort Bend provides education services at two locations which impacts the staff needs and associated costs.
- ★ In the 2012-2013 school year, Bell County converted to a mandatory only program resulting in a 90% decrease in entries and 66% decrease in ADA, and this change continues to keep the program small.
- ★ The average daily cost per student attendance day for the smallest programs is \$370.57, a decrease of \$106.87 from the previous report.
- ★ The average daily cost per student attendance day for the medium programs is \$325.48, an increase of \$103.59 from the previous report.
- ★ The average daily cost per student attendance day for the largest programs is \$133.53, a decrease of \$53.99 from the previous report.
- ★ In the previous biennium report, El Paso County provided education services in five locations, with an ADA of only 10.
- ★ This biennium, El Paso County provided education services in two locations with an ADA of 13, reducing their cost per day from last biennium by \$961.33.
- ★ Programs with a larger population of students have a significantly lower cost per day.

- ★ Programs serving a larger student population of students may benefit from cost efficiencies unavailable in counties with smaller programs.

MODEL TYPE AND OPERATION DESIGN

Both model type (Table 76) and operation design (Table 77) may impact the cost of the program due to variables such as staffing and services provided.

TOTAL COST BY MODEL TYPE

Local authorities determine which type or model of program is operated by each JJAEP county. Model type is defined by three distinctions: Traditional School Model, Military Model, and Therapeutic Model as described below:

- ★ The Traditional School Component programs emphasize the education component, and operate like a regular, independent school district setting.
- ★ The Military Component provides an education component and includes one or more of the following components: drill instructors, military uniforms, physical training, drill and ceremony activities, and/or military-style discipline.
- ★ The Therapeutic Programs place a heavy emphasis on counseling and behavior management in addition to the education component.

Table 77 identifies the JJAEP cost per day by Model Type.

TABLE 77

JJAEP Cost per Student Attendance Day by Model Type

2016-2017 School Year

Traditional			Military			Therapeutic		
County	ADA	Costs	County	ADA	Costs	County	ADA	Costs
Brazos	10	\$346.77	Brazoria	21	\$240.56	Bell	3	\$624.26
Collin	20	\$401.74	Denton	29	\$271.56	Bexar	48	\$66.95
El Paso	13	\$157.96	Hays	6	\$304.21	Cameron	52	\$78.70
McLennan	37	\$88.54	Jefferson	10	\$299.73	Dallas	61	\$123.36
Taylor	6	\$507.83	Williamson	27	\$368.77	Fort Bend	24	\$602.89
Webb	44	\$125.03				Galveston	6	\$311.39
						Harris	71	\$161.95
						Hidalgo	15	\$134.21
						Johnson	3	\$478.63
						Lubbock	10	\$380.94
						Montgomery	61	\$159.61
						Nueces	11	\$368.56
						Tarrant	41	\$264.09
						Travis	12	\$295.96
						Wichita	18	\$258.68
Program Average:		\$271.31	Program Average:		\$296.96	Program Average:		\$269.84

- ★ JJAEPs self-identify which model type they think best describes their program.
- ★ This report indicates a change by seven JJAEPs to the therapeutic model.

- ★ The average cost per day for a Traditional Model and the Therapeutic Model are close in cost, while the Military Model is the most costly model type.
- ★ Fort Bend County provides education services at two locations.
- ★ The average daily cost per student attendance day for the Traditional Model programs is \$271.31, a decrease of \$63.10 from the previous report.
- ★ The average daily cost per student attendance day for the Military Model programs is \$296.96, a decrease of \$53.60 from the previous report.
- ★ The average daily cost per student attendance day for the Therapeutic Model programs is \$269.84, an increase of \$21.66 from the previous report.
- ★ Overall costs appear to vary widely across all three types of program models, with the least variance occurring in the Military Model programs.

TOTAL COST BY OPERATION DESIGN

Operation Design is determined by the county juvenile board. JJAEPs may be operated by the local juvenile probation department, a local school district, a private vendor, or a combination of these options. Table 78 identifies the average cost per day of each category of JJAEP operation design.

TABLE 78

JJAEP Cost per Student Attendance Day by Operational Design 2016-2017 School Year

School District & Probation Department			Private Contractor and Probation			Probation Only		
County	ADA	Cost	County	ADA	Cost	County	ADA	Cost
Brazoria	21	\$240.56	Bell	3	\$624.26	Brazos	10	\$346.77
Collin	20	\$401.74	Bexar	48	\$66.95	Dallas	61	\$123.36
Denton	29	\$271.56	Cameron	52	\$78.70	Harris	71	\$161.95
El Paso	13	\$157.96	Hidalgo	15	\$134.21	Hays	6	\$304.21
Fort Bend	24	\$602.89	Nueces	11	\$368.56	Johnson	3	\$478.63
Galveston	6	\$311.39	Travis	12	\$295.96	Taylor	10	\$507.83
Jefferson	10	\$299.73				Webb	41	\$125.03
Lubbock	10	\$380.94						
McLennan	37	\$88.54						
Montgomery	61	\$159.61						
Tarrant	41	\$264.09						
Wichita	18	\$258.68						
Williamson	27	\$368.77						
Program Average:		\$292.80	Program Average:		\$261.44	Program Average:		\$292.54

- ★ The average total cost per day for the private contractor and probation design is the least costly.
- ★ Private contractor operational design was the least costly in the previous report as well.
- ★ Half of the counties utilize a local school district to provide education services at the JJAEP, which is the most costly model.
- ★ Fort Bend County provides education services at two locations.
- ★ The average daily cost per student attendance day for school district/probation department operational design programs is \$292.89, a decrease of \$61.09 from the previous report.

- ★ The average daily cost per student attendance day for the private contractor/probation department operational design programs is \$261.44, an increase of \$24.79 from the previous report.
- ★ The average daily cost per student attendance day for the probation county only operational design programs is \$292.54, an increase of \$7.56 from the previous report.
- ★ Overall costs appear to vary widely within all three types of program operation designs.

REQUIRED COSTS OF JJAEPS

In Rider Number 15 of the General Appropriations Act of the 84th Regular Texas Legislative Session (JJD) requires that the cost per day information shall include an itemization of the costs of providing education services mandated in the Texas Education Code Section 37.011. This itemization shall separate the costs of mandated educational services from the cost of all other services provided in JJAEPs.

Mandated education services include: facilities, staff, and instructional materials specifically related to the services mandated in TEC Section 37.011. All other services include, but are not limited to: programs such as family, group, and individual counseling, military-style training, substance abuse counseling, and parenting programs for parents of program youth.

In the request for costing reports, counties were instructed to differentiate between required costs and non-required costs. Required costs were defined as those costs that the program must encounter to implement TEC Section 37.011. Separating out the required costs is complicated when many of the costs encountered by the JJAEP are not addressed under TEC Section 37.011. While not an easy task, TJJD believes the differentiated costs meet the requirements of the rider.

Counties submitted costing information and TJJD reviewed each submission and made further revisions. For example, if a county submitted a salary for a physical education teacher as a required cost, the cost of this teacher was moved to the non-required section.

Costs included under the “required” category include: instructional staff, teacher aides, behavior management staff, administrative staff, instructional materials, meals, transportation, and facility costs. Each program was allowed to include up to 10% for administration costs (this is the typical amount that federal grants allow). If a county provided a greater than 10% amount for required administrative costs, the 10 % allowed was retained in the required costs and any additional administrative costs were moved to non-required administrative costs.

Costs in the “non-required” category include:

- ★ Non-required instructional staff (e.g., physical education teachers), salaries of drill instructor staff that are not part of the classroom behavior management system and often operate the program extended hours
- ★ Various counseling services (drug, alcohol, family, and individual)
- ★ Medical staff
- ★ Other costs such as service learning projects and hiring of truancy officers

TOTAL REQUIRED COSTS BY STUDENT ATTENDANCE DAYS

Costs for JJAEPs are categorized into required and non-required costs as defined in Texas Education Code Chapter 37.011. Table 79 compares and establishes the cost of an attendance day by required and non-required costs for school year 2014-2015 and school year 2016-2017.

TABLE 79

Comparison of JJAEP Required Costs by Student Attendance Days

School Year 2014-2015 Compared to School Year 2016-2017

	2014-2015	2016-2017
Attendance Days:	123,869	117,160
Required Costs:	\$24,984,486.16	\$23,121,586.25
Required Costs Per Student Attendance Day:	\$201.70	\$197.35

- ★ The average required cost per attendance day in the 2014-2015 school year was \$201.70.
- ★ The average required cost per attendance day in the 2016-2017 school year was \$197.35.

Table 80 lists JJAEP required costs and all costs per student attendance day by county.

TABLE 80

JJAEP Required & All Costs Per Student Attendance Day by County
School Year 2016-2017

County Name:	Average Required Cost Per Student Attendance Day	Average All Costs Per Student Attendance Day	County Name:	Average Required Cost Per Student Attendance Day	Average All Costs Per Student Attendance Day
Bexar	\$63.12	\$66.95	Jefferson	\$277.47	\$299.73
Cameron	\$70.43	\$78.70	Travis	\$294.90	\$295.96
McLennan	\$85.81	\$88.54	Hays	\$298.25	\$304.21
Dallas	\$120.95	\$123.36	Galveston	\$309.90	\$311.39
El Paso	\$121.98	\$157.96	Nueces	\$326.48	\$368.56
Webb	\$124.92	\$125.03	Brazos	\$330.41	\$346.77
Hidalgo	\$129.68	\$134.21	Williamson	\$343.31	\$368.77
Harris	\$142.31	\$161.95	Lubbock	\$350.77	\$380.94
Montgomery	\$155.79	\$159.61	Collin	\$380.02	\$401.74
Brazoria	\$229.99	\$240.56	Johnson	\$478.23	\$478.63
Tarrant	\$247.06	\$264.09	Taylor	\$507.70	\$507.83
Wichita	\$258.68	\$258.68	Fort Bend	\$565.36	\$602.89
Denton	\$263.45	\$271.56	Bell	\$592.84	\$624.26

- ★ Costs per day under the "Average per Student Attendance Day -Required Costs Only" range from \$63.12 (Bexar County), a decrease of \$15.23 from the previous report to \$592.84 (Bell County), \$1,081.56 (El Paso County), a decrease of \$488.72 from the previous report.
- ★ "All Average Costs per Student Attendance Day" range from a low of \$66.95 (Bexar County), a decrease of \$20.25 from the previous report, to a high of \$624.26 (Bell County), a decrease of \$495.03 from the previous report.
- ★ Each county's required and non-required costs can be found in *APPENDIX E: ITEMIZATION OF JJAEP COSTS PER DAY: SCHOOL YEAR: 2016-2017*.

CONCLUSION

Required costs per student attendance day have decreased from \$201.70 to \$197.35, while total costs per day have decreased from \$212.52 to \$208.77. TJJD has determined that the cost per day is impacted by the size of the program and the operation design. TJJD provided \$5,990,342 in reimbursements to JJAEPs, approximately 24.49% of the total reported mandatory JJAEP funding costs, an increase of 2.19% compared to the previous report. The remaining costs are funded by local juvenile boards (commissioner's court funding) and local school districts.

Compared to statewide cost data reported from the school year 2016-2017, overall expenditures have decreased by 7.08% and the overall cost per day has decreased by 1.76%. There has continued to be a small (less than 2%) decrease in the number of student entries from the 2014-2015 school year compared to the 2016-2017 school year, though this is the smallest change since the 2006-2007 biennium report. The difficulty counties encounter when attempting to predict the number of students expected to enter JJAEPs each school year makes budgets and staffing a challenge for all JJAEPs.



Section 7: Strategic Elements

TJJD JJAEP MISSION STATEMENT

In compliance with Rider 15 of the of the Juvenile Justice Department's section of the General Appropriations Act, 85th Regular Texas Legislative Session, TJJD developed a five-year (updated with each biennium) JJAEP strategic plan to ensure that:

- ★ *JJAEPs are held accountable for student academic and behavioral success.*
- ★ *JJAEPs and school districts comply with programmatic standards.*
- ★ *JJAEPs and school districts comply with attendance reporting.*
- ★ *There is consistent collection of cost and program data.*
- ★ *Training and technical assistance are provided.*

PHILOSOPHY

TJJD is committed to improving the effectiveness and efficiency of local JJAEP operations through a partnership with local government in setting up a multi-tiered system of care in which the best possible JJAEP services can be delivered in a cost-effective and fiscally accountable fashion. The best interests of the child and the community are considered paramount when establishing oversight policies and providing training and technical assistance.



INTERNAL/EXTERNAL ASSESSMENT

SURVEY OF JJAEP ADMINISTRATORS

Each of the twenty-six counties operating a mandatory JJAEP was surveyed to determine their level of satisfaction within eleven key policy areas relative to day-to-day operations. A survey was developed by TJJD and administered via a web-based methodology. Items were designed to measure: a) levels of satisfaction with key aspects of their day-to-day operations, and b) the extent to which each area is most in need of funding and resources.

Those eleven key policy areas are:

- | | |
|---|---|
| 1. curriculum, | 7. due process, |
| 2. training and technical assistance needs, | 8. communication, |
| 3. overcrowding, | 9. adequate funding, |
| 4. transportation, | 10. quality of local collaboration, and |
| 5. testing, | 11. programs. |
| 6. special education, | |

Additionally, three open-ended prompts were provided:

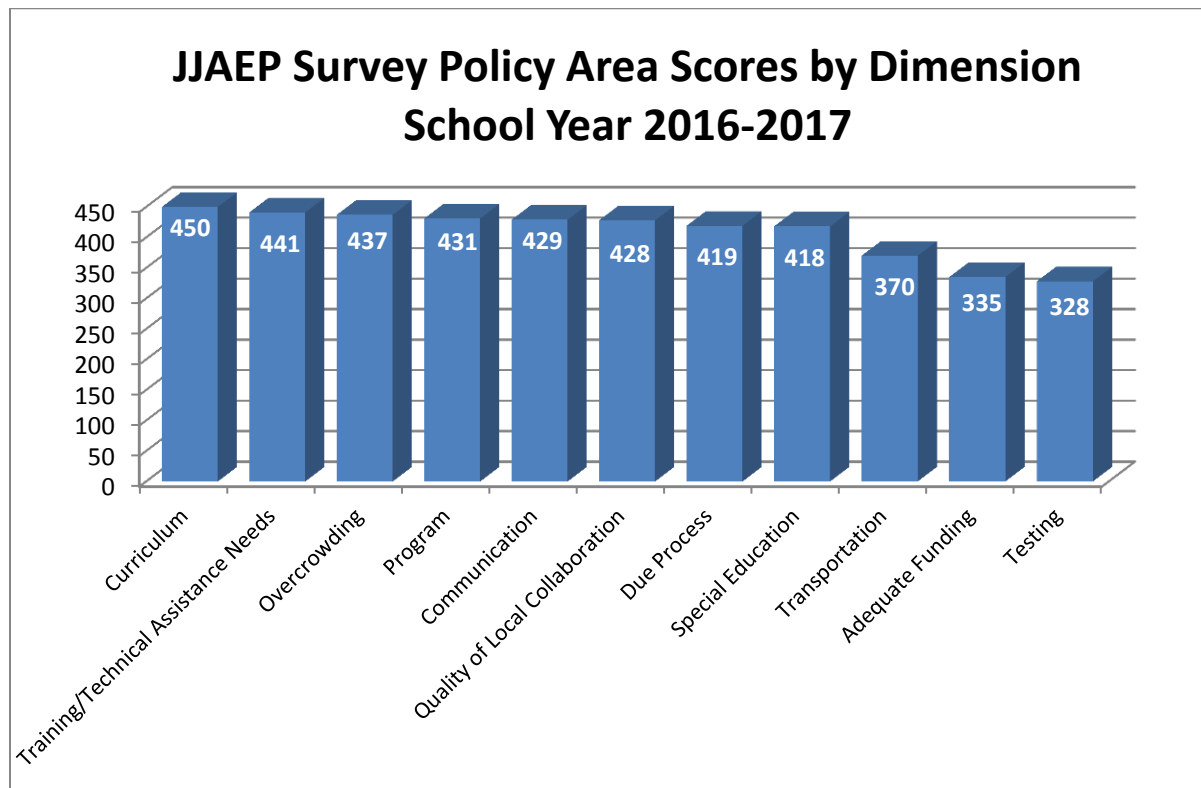
1. Identify the top three areas of training needed for your program.
2. Identify the top three areas of technical assistance needed for your program.
3. What changes would you recommend that state officials make regarding policies related to JJAEPs.

Survey policy areas were designed to generally profile relative strengths and challenges so that policy related interventions could be appropriately targeted. Policy area scores were calculated by averaging the related item responses together and multiplying the result by 100. Scores for each of the eleven policy areas above 300 suggest that JJAEP administrators viewed the issue more positively than negatively, and scores of 400 or higher indicate areas of substantial strength. Conversely, scores below 300 indicate that JJAEP administrators perceive the issue more negatively than positively and scores below 200 should be a significant source of concern for administrators and state agency representatives and should receive immediate attention.



Chart 81 shows the policy areas scored and how each was rated.

CHART 81



Seven areas met the criteria of substantial strength (400 or higher). The following five policy areas had a score of at least 418 and indicated the following strengths:

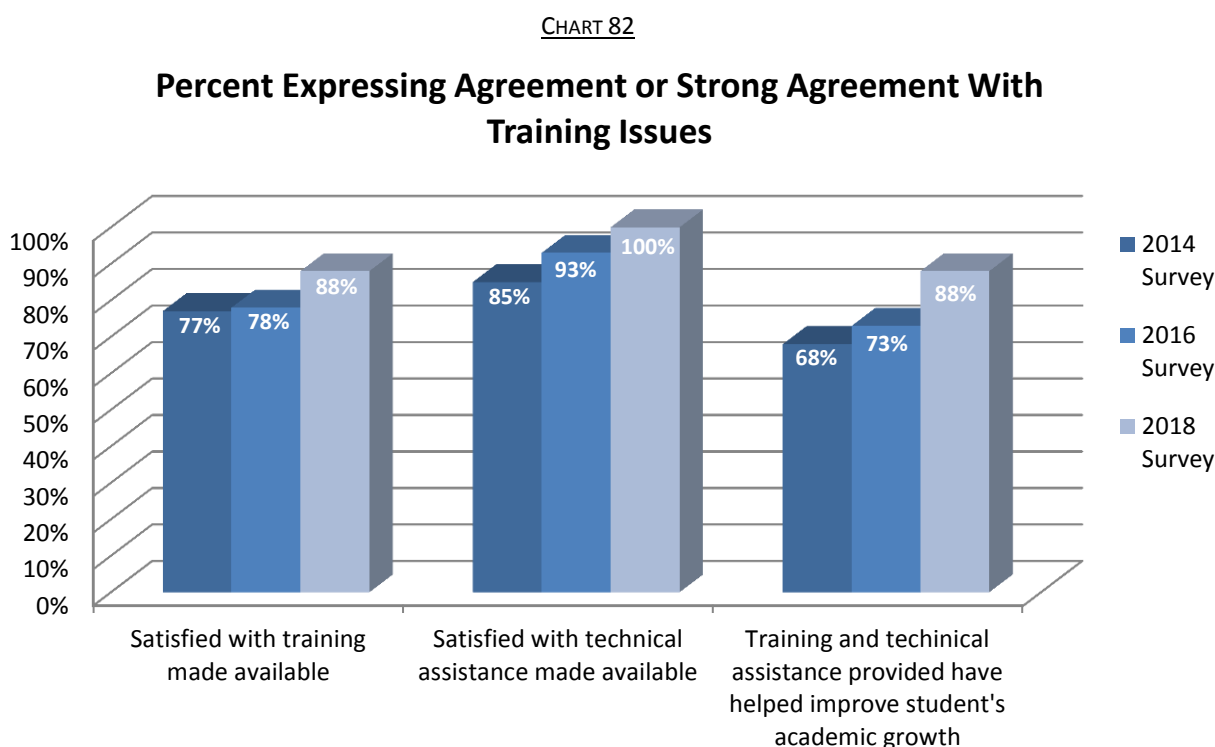
- ★ **Curriculum-** High scores indicate that teachers have the necessary skills to teach the curriculum, the curriculum used is appropriate to meet academic standards, the curriculum enhances behavioral improvement of attending students, and the curriculum prepares students to demonstrate academic growth in the STAAR.
- ★ **Training/Technical Assistance Needs-** High scores indicate that JJAEP program staff ensure training and technical assistance needs are being met.
- ★ **Overcrowding-** High scores indicate overcrowding is not a problem for JJAEPs.
- ★ **Program-** High scores indicate the JJAEP academic program is successful in assisting students to gain academic credit at an accelerated rate and in improving the academic performance of attending students.
- ★ **Communication-** High scores indicate that the JJAEPs are experiencing positive and effective communication with the sending school districts.
- ★ **Quality of Local Collaboration-** High scores indicate the JJAEP receives the necessary level of support from local juvenile justice and school officials.
- ★ **Special Education-** High scores here indicate that JJAEP administrators strongly their positive impact on the personal and educational growth of students with special education needs.
- ★ **Due Process-** JJAEP staff members report that the students' due process rights are followed.

The policy areas perceived as most concerning for JJAEP administrators were still viewed more positively than negatively:

- ★ **Transportation-** JJAEP administrators perceive more positive outcomes for students for whom transportation is provided, and request that school districts be required to provide transportation for all JJAEP students to improve all students' opportunities to attend the JJAEP and increase their opportunity to succeed.
- ★ **Adequate Funding-** JJAEPs are in general agreement that funding is adequate, yet JJAEP administrators indicate a concern for increased need to grow program capacity and resources, especially with regard to providing adequate transportation, effective testing of students, training for program staff, and assisting students with disabilities to demonstrate academic growth on state mandated tests.
- ★ **Testing-** Administrators reported that they would prefer some changes related to the use of the Iowa tests that are currently used to determine programmatic gains in reading and math; and report that the JJAEPs rarely receive the individual results of state mandated assessments (this report provides only aggregated score results for all STAAR and IOWA assessments).

JJAEP TRAINING ISSUES

The following table summarizes how JJAEP administrators responded to questions regarding their program's need for training and technical assistance. Percentages describe the range of total responses within each response category. Chart 82 shows the level of satisfaction with training for three bienniums: 2012-2013 (2014 Survey), 2014-2015 (2016 Survey), and 2016-2017 (2018 Survey).



- ★ The overall level of satisfaction was the same or higher than the level of satisfaction expressed in the previous two surveys.
- ★ The highest level of satisfaction was with technical assistance.
- ★ The lowest rating involved how training and technical assistance supported the preparation of students for taking the STAAR/EOC assessments.

ADMINISTRATOR SUGGESTIONS FOR TECHNICAL ASSISTANCE AND TRAINING

The survey also asked three open-ended prompts. Answers were grouped within the following four areas: enhancing youth behavior, overall program behavior, education related enhancements, and JJAEP procedures.

Q1: Identify the top three areas of training needed for your program. Twenty-one program administrators responded to this question. Answers were grouped within the following five categories:

- ★ **Enhancing Youth Behavior.** Topics included: dealing with at risk youth-trauma informed care, mental health, substance abuse/mental health updates and programming, behavior management and behavior intervention training, social-emotional learning, life skills presentation, restorative justice and practices, dealing with juveniles with personal issues outside of education, self-discipline, engaging families in child's education/program in JJAEP, family dynamics, and incentives that really work.
- ★ **Overall Program Enhancement.** Topics included: truancy reduction, basic training for new program administrators, technology, classroom management, communication, crisis management in the classroom, questioning techniques, motivational interviewing.
- ★ **Education Related Enhancements.** Topics included: special education criteria, helping and working with kids with special needs, classroom management, reading, new ideas for students, attendance issues, training for educational staff (academic programming options, academics, curriculum training, teaching across grade levels, differentiated instruction, GED, project based learning, etc.).
- ★ **JJAEP Procedures.** Topics included: training on new standards, updated program info, IOWA electronic testing, school law pertaining to JJAEP's, reporting data, new legislation, Title V expulsions, student rights.
- ★ **Other.** Topics included: improving safety and security in an educational setting, safety training, active shooter training.

Q2: Identify the top three areas of technical assistance needed for your program. Nineteen program administrators responded to this question. Answers were grouped within the following three categories:

- ★ **Education Enhancements.** Topics included: student success, how to keep the students safe on the internet, IDEA, meeting special education standards, STAAR online test, grading, and interactive items for teachers.
- ★ **Program Enhancements.** Topics included: improving attendance, effective behavior intervention strategies, instructional technology, technology updated computers, computer literacy, and online curriculum.
- ★ **JJAEP Procedures.** Topics included: suggestions included the following topics: updated JJAEP standards; the JJAEP audit process (preparation, compliance issues, handling atypical expulsions), and records retention, (biennial report and costing reports); data (Juvenile Case Management System, JJAEP specific data), online Iowa test training, and juvenile law as it relates to JJAEPs.

Q3: What changes would you recommend that state officials make regarding policies related to JJAEPs:

- ★ Suggestions for expanding reimbursable services or needs:
 - increased funding, including funding that would allow for more professional intervention (counseling, psychologist, drug abuse counselor, etc.),
 - funding for classroom security and monitoring,
 - provide reimbursement for non-mandatory expulsions,
 - allow the use of JJAEP funds to pay for state required testing materials,
 - additional funding to enhance educational programming credit recovery program and like (sic) skills,
 - provide access to each districts' aligned curriculum, and

- provide access to TEA databases (STAAR, PEIMS, and Texas Student Data Systems (TSDS).
- ★ Ensure all mandated students are being sent to the JJAEP and only mandated students be sent to a JJAEP.
- ★ Provide year round programming.
- ★ Do not lessen the expulsion laws again.
- ★ Some programmatic issues that were suggestions which might involve a change in the Texas Administrative Code and/or state statute were as follows:
 - increase daily reimbursement rate,
 - require in-school community service experience,
 - provision of counseling needs to become a required cost; fund family counseling at the onset of behavior issues,
 - require funding for vocational classes and transportation,
 - students with off-campus Title V offenses should have the same consequences as on-campus Title V offenses,
 - return compulsory attendance to age eighteen,
 - enhancements should occur when taken into custody rather than at disposition (drugs in a Drug Free Zone), and
 - provide an opt-out option for mandatory JJAEPs.



- ★ Eighteen program administrators responded to this question.

INTERNAL STRENGTHS AND WEAKNESSES

JJAEP INTERNAL STRENGTHS

- ★ Juvenile boards, JJAEP administrators, and school boards creatively exercise flexibility in the development of local solutions tailored to meet the unique needs and demands inherent within each local jurisdiction, especially critical in the context of their need for additional resources and funding for JJAEP operations.
- ★ Ability of JJAEPs to operate within the constraints of chapter 37 of the Texas Education Code, which allows JJAEPs more latitude in providing services and opportunities for success when collaborating with county probation departments than may be found in school district situations.
- ★ Effective collaboration with outside entities, including school districts and community agencies for supplemental services to better serve JJAEP populations.
- ★ Collaborations with school districts were reported to be good to excellent:
 - JJAEP administrators report regular meetings with district officials and district liaisons assigned to JJAEP, ranging from one meeting per year to monthly meetings.
 - Operationally, day-to-day communication was cited as occurring often to daily, in person, by phone, and/or by email.
 - Programs reported being contacted to participate in Special Education and 504 meetings.
 - Only one JJAEP program reported any issues with district communication and compliance.

JJAEP INTERNAL WEAKNESSES

- ★ **Qualified Educational and Behavioral Staff:** Staff are required to deal with a wide array of student-related problems on a daily basis, including but not limited to: mental health issues of students; special education issues with ensuring all in-class and supplemental services are provided; family crisis issues that affect student attendance as well as academic and behavioral performance
- ★ **Programs and Services for Students Eligible for Special Education and 504 Services:** Students eligible for special education services compound the provision of educational services for JJAEP practitioners depending on the provision of service support provided by the sending district. Additionally, receiving paperwork in a timely manner was reported as still challenging, especially as several of the JJAEPs do not have access to the Texas Records Exchange for requesting and downloading student records.
- ★ **Specialized Evidenced-Based Programs and Services:** These services are needed to a) manage student behaviors, b) provide instruction which maximizes student academic growth, and c) provide treatment for student mental health needs and support for students who experience other disabilities.
- ★ **Transportation:** JJAEPs do not have optimal resources for the provision of effective transportation of students to and from JJAEP-related activities. This lack of effective transportation resources has a direct influence on student attendance and subsequently negatively impacts student performance.

EXTERNAL OPPORTUNITIES AND CHALLENGES

JJAEP EXTERNAL OPPORTUNITIES

- ★ Utilization of community resources as JJAEPs continue to collaborate to build effective communities with health and human service providers to support best-practice programs and services for JJAEP students and their families.
- ★ Some JJAEPs are already working with programs such as Communities in Schools and Community Medical Clinics to provide needed services in joint ventures with school districts.
- ★ JJAEPs are leveraging existing statutes, laws and rules to better advocate for and serve JJAEP students and their families.
- ★ All JJAEP administrators were provided information about accessing the textbook system through the TEA. Each of the 26 JJAEPs has a statutorily determined yearly allotment for textbooks and supplemental materials.
- ★ JJAEPs are utilizing other innovative evidence-based approaches to serving JJAEP populations.

JJAEP EXTERNAL CHALLENGES

The socio-economic environment of youth placed in JJAEPs are significant barriers to providing effective programs and services necessary to rehabilitate students, especially factors related to mental health, physical/medical health, economic status, peer group issues, and communities in which students live, all of which impact:

- ★ local policy and expectations of key stakeholders regarding the students, their families, and the nature of the obligations of the juvenile justice and education systems which result in inconsistent use of JJAEPs and difficulty communicating with the community;
- ★ limited parental involvement; and
- ★ resources/funding for transportation and other non-required cost-related aspects of JJAEP operations.

KEY POLICY ISSUES

The TJJD Probation Services Division- JJAEP met to analyze information produced through the internal/external assessment and define the key policy issues affecting the mandates, mission, service levels, clients, financing, program/organizational structure, and management of JJAEPs in Texas. The following key policy issues were identified:

- ★ resource issues of JJAEPs, and
- ★ existing statutes, rules, and laws which need clarification and/or revision in order to enhance the provision of JJAEPs.



GOALS, STRATEGIC DIRECTIONS AND STRATEGIES

TJJD developed strategies for the agency's focus during the next biennium. These strategies are meant to best manage the Key Strategic Issues confronting JJAEPs. The funding received for JJAEPs can only be used to reimburse attendance days for eligible students who have been expelled for particular offenses, and therefore JJAEPs are responsible for meeting all the required Texas Education Code mandates. The role of state level JJAEP oversight is to ensure that the Texas Education Code JJAEP requirements and TJJD standards are met by each JJAEP. The following goals, key strategic directions, and strategies, represent the agency's agreement to strategically work to improve services to students in JJAEPs in Texas.

GOALS:

A. Students will be placed in JJAEPs as authorized by law

Strategy 1: TJJD will respond in a timely manner when JJAEP program administrators or other stakeholders call or email and ask questions about various school situations which may result in a placement to JJAEP.

B. Academically, students placed in JJAEPs will demonstrate academic growth and progress toward grade level

Key Strategic Direction 1. Develop opportunities to enhance funding and resources for JJAEP operations.

Strategy 1: TJJD will analyze data and develop reports that describe and explain actual costs associated with operating JJAEPs as required in the General Appropriations Bill each legislative session.

Strategy 2: TJJD will provide information regarding resource development to local juvenile probation departments through emails, webinars, and a yearly JJAEP conference.

Strategy 3: TJJD will conduct research on alternative funding sources that could assist JJAEPs with daily operations and share that information through email, such as the 21st Century grants offered by the Texas Education Agency.

Key Strategic Direction 2. Share information about staff development opportunities to improve learning outcomes for all students and also provide additional information which focuses on students with mental health issues, 504, and special education needs:

Strategy 1: TJJD will encourage JJAEP staff members to participate in Project Share, now known as the Texas Gateway, at the following website: <https://www.texasgateway.org/>, a portal system administered through TEA to expand the development and delivery of high quality professional development.

Strategy 2: TJJD will provide training and technical assistance to local JJAEPs in the areas of mental health, 504, special education and behavior management.

Strategy 3: TJJD will seek external training and web-based opportunities to share with JJAEPs.

Key Strategic Direction 3. Enhance the use of technology for greater access to records and curriculum:

Strategy 1: TJJD will work with the TEA to improve the acquisition of school records through the Texas Records Exchange by developing a process, in conjunction with TEA, for those JJAEPs that are not directly connected to a school district.

Strategy 2: TJJD will explore the most useful and cost effective means of incorporating virtual education in JJAEPs.

Key Strategic Direction 4. Coordinate the collection of JJAEP-related program costs and program data:

Strategy 1: TJJD, on an “as needed” basis, will provide training, technical assistance, and oversight to JJAEPs regarding the appropriate process for collection and reporting of JJAEP-related program costs and program data.

Strategy 2: TJJD will report performance measures regularly and on time as well as produce the required biannual performance assessment report as required in the section of the General Appropriations Bill of each legislative session addressing JJAEPs.

Strategy 3: TJJD will facilitate the entry and accuracy of county data into the Organization Management and Information System (OMIS), Caseworker, and the Juvenile Case Management System (JCMS) systems.

Key Strategic Direction 5. Provision of training and technical assistance needed by JJAEPs and associated entities:

Strategy 1: TJJD will encourage JJAEPs to develop and implement model programs and services based upon best practices for students served in JJAEPs.

Strategy 2: TJJD will plan and conduct training, and provide technical assistance to JJAEP staff and administrators, regarding compliance with the requirements of TEC Chapter 37 and administrative rules on an as-needed basis.

Strategy 3: TJJD will facilitate the process of providing webinars for both the sharing of information and collaborative learning across various programs.

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Section 8: Appendices

APPENDIX A: JJAEP STUDENT ENTRIES BY TYPE
School Years 2014-2015, 2015-2016, and 2016-2017

County	Expulsion Type									Total		
	Mandatory			Discretionary			Non-Expelled					
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
BELL	11	4	8	0	0	0	0	1	4	11	5	12
BEXAR	157	171	144	116	137	132	0	0	0	273	308	276
BRAZORIA	49	66	67	21	16	16	1	4	3	71	86	86
BRAZOS	0	2	3	0	0	0	29	53	37	29	55	40
CAMERON	112	94	79	81	41	47	27	72	63	220	207	189
COLLIN	42	40	39	44	32	38	0	1	1	86	73	78
DALLAS	153	147	151	130	80	88	0	1	2	283	228	241
DENTON	40	54	57	46	43	46	14	32	32	100	129	135
EL PASO	35	23	34	0	0	0	0	0	0	35	23	34
FORT BEND	39	27	11	24	15	7	48	57	57	111	99	75
GALVESTON	32	21	18	0	0	0	0	0	0	32	21	18
HARRIS	195	171	190	197	155	147	2	5	9	394	331	346
HAYS	12	10	6	13	13	12	3	2	7	28	25	25
HIDALGO	81	72	37	55	44	47	0	0	0	136	116	84
JEFFERSON	6	8	9	28	44	40	0	0	0	34	52	49
JOHNSON	11	12	12	2	1	0	1	1	1	14	14	13
LUBBOCK	12	21	15	40	45	17	22	29	18	74	95	50
MCLENNAN	9	10	9	87	96	185	0	0	0	96	106	194
MONTGOMERY	148	139	128	81	79	73	30	37	26	259	255	227
NUECES	14	13	8	35	36	41	0	0	0	49	49	49
TARRANT	90	93	128	54	38	41	1	0	14	145	131	183
TAYLOR	14	7	12	18	25	21	0	0	0	32	32	33
TRAVIS	31	57	53	10	9	5	2	0	0	43	66	58
WEBB	68	75	104	121	157	159	0	0	0	189	232	263
WICHITA	16	11	9	0	0	0	63	61	60	79	72	69
WILLIAMSON	39	38	35	37	28	33	78	55	44	154	121	112
TOTAL	1,416	1,386	1,366	1,240	1,134	1,195	321	411	378	2,977	2,931	2,939
AVERAGE	54	53	53	48	44	46	12	16	15	115	113	113

APPENDIX B: Texas State Board of Education - Commissioner's Rules: Definitions of Disability Categories

Disability	Definition:
Emotional Disturbance	A student with an emotional disturbance is one who has been determined to meet the criteria for emotional disturbance as stated in 34 CFR, §300.8(c)(4). The written report of evaluation must include specific recommendations for behavioral supports and interventions. Last Amended: December 2, 2015, 40 TexReg 8642
Intellectual Disability	A student with an intellectual disability is one who has been determined to meet the criteria for an intellectual disability as stated in 34 CFR, §300.8(c)(6). In meeting the criteria stated in 34 CFR, §300.8(c)(6), a student with an intellectual disability is one who: (A) has been determined to have significantly sub-average intellectual functioning as measured by a standardized, individually administered test of cognitive ability in which the overall test score is at least two standard deviations below the mean, when taking into consideration the standard error of measurement of the test; and (B) concurrently exhibits deficits in at least two of the following areas of adaptive behavior: communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, and safety. Last Amended: December 2, 2015, 40 TexReg 8642
Other Health Impaired	A student with other health impairment is one who has been determined to meet the criteria for other health impairment due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette's Disorder as stated in 34 CFR, §300.8(c)(9). The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility based on other health impairment must include a licensed physician. Last Amended: December 2, 2015, 40 TexReg 8642
Specific Learning Disability	(A) Prior to and as part of the evaluation described in subparagraph (B) of this paragraph and 34 CFR, §§300.307-300.311, and in order to ensure that underachievement in a student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics, the following must be considered: (i) data that demonstrates the student was provided appropriate instruction in reading (as described in 20 United States Code (USC), §6368(3)), and/or mathematics within general education settings delivered by qualified personnel; and (ii) data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal evaluation of student progress during instruction. Data-based documentation of repeated assessments may include, but is not limited to, response to intervention progress monitoring results, in-class tests on grade-level curriculum, or other regularly administered assessments. Intervals are considered reasonable if consistent with the assessment requirements of a student's specific instructional program. (B) A student with a learning disability is one who: (i) has been determined through a variety of assessment tools and strategies to meet the criteria for a specific learning disability as stated in 34 CFR, §300.8(c)(10), in accordance with the provisions in 34 CFR, §§300.307-300.311; and (ii) does not achieve adequately for the student's age or meet state-approved grade-level standards in oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving when provided appropriate instruction, as indicated by performance on multiple measures such as in-class tests; grade average over time (e.g. six weeks, semester); norm- or criterion-referenced tests; statewide assessments; or a process based on the student's response to scientific, research-based intervention; and (I) does not make sufficient progress when provided a process based on the student's response to scientific, research-based intervention (as defined in 20 USC, §7801(37)), as indicated by the student's performance relative to the performance of the student's peers on repeated, curriculum-based assessments of achievement at reasonable intervals, reflecting student progress during classroom instruction; or (II) exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, grade-level standards, or intellectual ability, as indicated by significant variance among specific areas of cognitive function, such as working memory and verbal comprehension, or between specific areas of cognitive function and academic achievement. Last Amended: December 2, 2015, 40 TexReg 8642

APPENDIX B: Texas State Board of Education - Commissioner's Rules: Definitions of Disability Categories

Other (this category includes the following disabilities or the response was identified as 'unknown' or 'other'.	
Disability	Definition:
Autism	Autism. A student with autism is one who has been determined to meet the criteria for autism as stated in 34 CFR, §300.8(c)(1). Students with pervasive developmental disorders are included under this category. The team's written report of evaluation must include specific recommendations for behavioral interventions and strategies. Last Amended: December 2, 2015, 40 TexReg 8642
Developmental Delay	b) <i>Children aged three through nine experiencing developmental delays. Child with a disability</i> for children aged three through nine (or any subset of that age range, including ages three through five), may, subject to the conditions described in §300.111(b), include a child— (1) Who is experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: Physical development, cognitive development, communication development, social or emotional development, or adaptive development; and (2) Who, by reason thereof, needs special education and related services. Last Amended: December 2, 2015, 40 TexReg 8642
Deaf-blindness	(2) Deaf-blindness. A student with deaf-blindness is one who has been determined to meet the criteria for deaf-blindness as stated in 34 CFR, §300.8(c)(2). In meeting the criteria stated in 34 CFR, §300.8(c)(2), a student with deaf-blindness is one who, based on the evaluations specified in subsections (c)(3) and (c)(12) of this section: (A) meets the eligibility criteria for auditory impairment specified in subsection (c)(3) of this section and visual impairment specified in subsection (c)(12) of this section; (B) meets the eligibility criteria for a student with a visual impairment and has a suspected hearing loss that cannot be demonstrated conclusively, but a speech/language therapist, a certified speech and language therapist, or a licensed speech language pathologist indicates there is no speech at an age when speech would normally be expected; (C) has documented hearing and visual losses that, if considered individually, may not meet the requirements for auditory impairment or visual impairment, but the combination of such losses adversely affects the student's educational performance; or (D) has a documented medical diagnosis of a progressive medical condition that will result in concomitant hearing and visual losses that, without special education intervention, will adversely affect the student's educational performance. Last Amended: December 2, 2015, 40 TexReg 8642
Speech/ Language Impairment	A student with a speech impairment is one who has been determined to meet the criteria for speech or language impairment as stated in 34 CFR, §300.8(c)(11). The multidisciplinary team that collects or reviews evaluation in connection with the determination of a student's eligibility based on a speech impairment must include a certified speech and hearing therapist, a certified speech and language therapist, or a licensed speech/language pathologist. Last Amended: December 2, 2015, 40 TexReg 8642
Hearing Impairment	(3) Auditory impairment. A student with an auditory impairment is one who has been determined to meet the criteria for deafness as stated in 34 CFR, §300.8(c)(3), or for hearing impairment as stated in 34 CFR, §300.8(c)(5). The evaluation data reviewed by the multidisciplinary team in connection with the determination of a student's eligibility based on an auditory impairment must include an otological examination performed by an otolaryngologist or by a licensed medical doctor, with documentation that an otolaryngologist is not reasonably available, and an audiological evaluation performed by a licensed audiologist. The evaluation data must include a description of the implications of the hearing loss for the student's hearing in a variety of circumstances with or without recommended amplification. Last Amended: December 2, 2015, 40 TexReg 8642

Source: https://framework.esc18.net/Documents/Side_by_Side.pdf

APPENDIX C: REASONS FOR JJAEP PROGRAM EXIT BY COUNTY
School Year 2016-2017

County	N	Returned to Local District	Left Program Incomplete	Graduated or Received High School Equivalency Certificate	Early Termination
BELL	10	70%	30%	0%	0%
BEXAR	224	79%	8%	4%	8%
BRAZORIA	68	60%	7%	12%	21%
BRAZOS	38	47%	53%	0%	0%
CAMERON	124	58%	19%	0%	23%
COLLIN	61	79%	3%	2%	16%
DALLAS	209	61%	36%	3%	0%
DENTON	117	69%	20%	6%	5%
EL PASO	32	88%	3%	9%	0%
FORT BEND	59	69%	20%	8%	2%
GALVESTON	12	75%	17%	0%	8%
HARRIS	285	81%	3%	0%	16%
HAYS	25	60%	20%	0%	20%
HIDALGO	68	63%	31%	0%	6%
JEFFERSON	32	69%	28%	0%	3%
JOHNSON	9	67%	22%	0%	11%
LUBBOCK	48	75%	15%	0%	10%
MCLENNAN	183	77%	7%	1%	16%
MONTGOMERY	176	77%	3%	2%	18%
NUECES	33	58%	24%	12%	6%
TARRANT	152	56%	9%	13%	22%
TAYLOR	28	75%	11%	0%	14%
TRAVIS	52	81%	12%	4%	4%
WEBB	243	49%	35%	1%	14%
WICHITA	62	77%	19%	0%	3%
WILLIAMSON	107	78%	17%	4%	2%
TOTAL	2,457	69%	16%	3%	11%

APPENDIX D:
SELECT JJEAP PROGRAM CHARACTERISTICS
SCHOOL YEAR: 2016-2017

County	Program Model Type	Operation Design	2016 Facility Capacity	Ratio***	Conditions of Completion	Transportation Mode
Bell	Therapeutic	Private Contractor & Probation	12	2	Must successfully complete a specific number of days	School District, Parents
Bexar	Therapeutic	Private Contractor & Probation	168	6	Transition back to regular school at end of grading period/semester	School District, Parents, Public
Brazoria	Military Style	School District & Probation	48	4	Must successfully complete a specific number of days	Parents, School District
Brazos	Traditional School	Probation Only	30	5	Must complete term of expulsion, regardless of attendance	Parents
Cameron	Therapeutic	Private Contractor & Probation	120	10	Must successfully complete a specific number of days	Private Vendor/Lease, Parents
Collin	Traditional School	School District & Probation	350	3	Must successfully complete a specific number of days	County, Public, Parents, School District
Dallas	Therapeutic	Probation Only	120	12	Must successfully complete a specific number of days	School District, Parents, Public
Denton	Military Style	School District & Probation	168	4	Must successfully complete a specific number of days	Parents, Public
El Paso	Traditional School	School District & Probation	60*	1	Must complete term of expulsion, regardless of attendance	School District, Parents
Fort Bend	Therapeutic	School District & Probation	140**	2	Must complete term of expulsion, regardless of attendance	Parents, School District, Vendor/Lease, County, Public
Galveston	Therapeutic	School District & Probation	24	1	Must successfully complete a specific number of days	Parents, School District, County
Harris	Therapeutic	Probation Only	200	14	Must successfully complete a specific number of days	School District, Parents, Public
Hays	Military Style	Probation Only	25	1	Must successfully complete a specific number of days	School District, County, Parents
Hidalgo	Therapeutic	Private Contractor & Probation	72	8	Must successfully complete a specific number of days	Vendor/Lease

APPENDIX D:
SELECT JJAEP PROGRAM CHARACTERISTICS
SCHOOL YEAR: 2016-2017

County	Program Model Type	Operation Design	2016 Facility Capacity	Ratio***	Conditions of Completion	Transportation Mode
Jefferson	Military Style	School District & Probation	60	2	Must successfully complete a specific number of days	School District, County, Parents
Johnson	Therapeutic	Probation Only	16	3	Must successfully complete a specific number of days	Parents
Lubbock	Therapeutic	School District & Probation	75	2	Must successfully complete a specific number of days	Public, Parents
McLennan	Traditional School	School District & Probation	60	6	Must attend specific number of days	School District & Parents
Montgomery	Therapeutic	School District & Probation	120	8	Must successfully complete a specific number of days	School District & Parents
Nueces	Therapeutic	Private Contractor & Probation	32	4	Must successfully complete a specific number of days	Vendor/Lease, Parents, Public, School District, & County
Tarrant	Therapeutic	School District & Probation	75	8	Must complete term of expulsion, regardless of attendance	Vendor/Lease, Parents, Public, County, School District
Taylor	Traditional School	Probation Only	44	1	Must successfully complete a specific number of days	Parents, Public
Travis	Therapeutic	Private Contractor & Probation	50	3	Must complete term of expulsion, regardless of attendance	School District, Parents, & Public
Webb	Traditional School	Probation Only	210	15	Must attend specific number of days	School District, County, Parents
Wichita	Therapeutic	School District & Probation	44	3	Must complete term of expulsion, regardless of attendance	Parents & Public
Williamson	Military Style	School District & Probation	120	2	Must successfully complete a specific number of days	School District, Parents,

* El Paso County may use up to 4 locations

**Fort Bend County uses two locations

***Ratio was determined by identifying the number of full time equivalent teacher positions and dividing that number into the Average Daily Attendance (180 days)

APPENDIX E:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2016-2017

County Name:	Bell	Bexar	Brazoria	Brazos
Number of Student Attendance Days	588	8,458	3,548	1,808
Required Costs				
Administrative		\$ 54,112.39	\$ 22,438.14	\$ 32,957.49
Professional Services		\$ 2,510.73	\$ 55,600.00	\$ 1,666.00
Program Administrator/Principal	\$ 8,085.84	\$ 74,911.28	\$ 85,571.57	\$ 116,498.63
Educational Staff	\$ 159,200.00	\$ 192,561.20	\$ 251,849.75	\$ 97,235.24
Behavior Management Staff	\$ 44,181.66	\$ 41,028.80	\$ 180,370.85	\$ 165,271.45
Clerical/Support Staff	\$ -	\$ 126,543.90	\$ 55,083.42	\$ 33,977.09
Caseworkers	\$ 54,136.55	\$ -	\$ -	\$ 64,330.90
Campus Security	\$ -	\$ -	\$ 4,838.76	\$ -
Educational Materials and Supplies	\$ 175.49	\$ 19,616.24	\$ 8,883.25	\$ 24,444.49
Building Expenses	\$ 54,001.12	\$ 980.00	\$ 200.00	\$ -
Meals	\$ 2,379.60	\$ 941.59	\$ 22,834.37	\$ 50,144.02
Utilities	\$ 22,112.65	\$ 2,635.58	\$ 29,362.82	\$ 4,071.68
Equipment	\$ 2,829.61	\$ 3,853.76	\$ 7,643.15	\$ 3,146.89
Training/Travel	\$ 1,488.13	\$ 12,242.37	\$ 217.96	\$ 2,678.76
Other/Miscellaneous Expenses	\$ -	\$ 892.13	\$ 14,993.57	\$ 962.87
Student Transportation	\$ -	\$ 1,032.93	\$ 76,100.00	\$ -
Total Required Costs	\$ 348,590.65	\$ 533,862.90	\$ 815,987.61	\$ 597,385.51
Average Required Cost Per Student Attendance Day	\$ 592.84	\$ 63.12	\$ 229.99	\$ 330.41
Average Required Costs Per 190 Day School Year	\$ 1,834.69	\$ 2,809.80	\$ 4,294.67	\$ 3,144.13
Non-Required Costs				
Other Administrative	\$ -	\$ 31,498.58	\$ -	\$ -
Counseling Services & Staff	\$ -	\$ -	\$ 16,588.07	\$ 23,613.07
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -	\$ -
Medical Services & Staff	\$ 18,285.27	\$ -	\$ 18,472.18	\$ 3,101.09
Other/Miscellaneous Expenses	\$ 188.00	\$ 869.75	\$ 2,441.91	\$ 2,852.47
Total Non-Required Costs	\$ 18,473.27	\$ 32,368.33	\$ 37,502.16	\$ 29,566.63
Total Costs (Required + Non-Required)	\$ 367,063.92	\$ 566,231.23	\$ 853,489.77	\$ 626,952.13
Average All Costs Per Student Attendance Day	\$ 624.26	\$ 66.95	\$ 240.56	\$ 346.77
Average of Total Costs Per 190 Day School Year	\$ 1,931.92	\$ 2,980.16	\$ 4,492.05	\$ 3,299.75

APPENDIX E:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2016-2017

County Name:	Cameron	Collin	Dallas	Denton
Number of Student Attendance Days	9,223	3,439	11,087	5,150
Required Costs				
Administrative	\$ 72,589.52	\$ 83,657.58		
Professional Services	\$ 21,974.39	\$ -	\$ -	\$ -
Program Administrator/Principal	\$ 76,652.43	\$ 138,266.00	\$ 82,112.73	\$ 109,015.92
Educational Staff	\$ 262,691.30	\$ 498,123.38	\$ 471,375.72	\$ 519,650.07
Behavior Management Staff	\$ 54,236.86	\$ -	\$ 69,917.42	\$ 266,292.84
Clerical/Support Staff	\$ 56,410.35	\$ 342,664.81	\$ 183,326.47	\$ 54,893.43
Caseworkers	\$ -		\$ 243,719.93	\$ 176,180.35
Campus Security	\$ -	\$ 85,484.20	\$ -	\$ -
Educational Materials and Supplies	\$ 4,604.76	\$ 13,750.00	\$ 11,149.94	\$ 13,436.03
Building Expenses	\$ 14,374.19	\$ 32,000.00	\$ 212,113.75	\$ 2,576.29
Meals	\$ 432.21	\$ 6,500.00	\$ -	\$ 9,307.90
Utilities	\$ 18,375.43	\$ 57,000.00	\$ 28,563.47	\$ 182,217.00
Equipment	\$ 21,183.61	\$ 17,450.00	\$ 7,980.22	\$ 2,454.58
Training/Travel	\$ 7,339.36	\$ 6,000.00	\$ -	\$ -
Other/Miscellaneous Expenses	\$ 6,348.01	\$ 22,500.00	\$ 28,832.43	\$ 20,755.06
Student Transportation	\$ 32,378.98	\$ 3,500.00	\$ 1,833.47	\$ -
Total Required Costs	\$ 649,591.40	\$ 1,306,895.97	\$ 1,340,925.55	\$ 1,356,779.47
Average Required Cost Per Student Attendance Day	\$ 70.43	\$ 380.02	\$ 120.95	\$ 263.45
Average Required Costs Per 190 Day School Year	\$ 3,418.90	\$ 6,878.40	\$ 7,057.50	\$ 7,140.94
Non-Required Costs				
Other Administrative	\$ 46,074.51	\$ -	\$ -	\$ -
Counseling Services & Staff	\$ -	\$ 74,193.57	\$ -	\$ 31,550.00
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -	\$ -
Medical Services & Staff	\$ -		\$ 23,821.81	\$ -
Other/Miscellaneous Expenses	\$ 30,229.27	\$ 500.00	\$ 2,966.29	\$ 10,180.15
Total Non-Required Costs	\$ 76,303.78	\$ 74,693.57	\$ 26,788.10	\$ 41,730.15
Total Costs (Required + Non-Required)	\$ 725,895.18	\$ 1,381,589.54	\$ 1,367,713.65	\$ 1,398,509.62
Average All Costs Per Student Attendance Day	\$ 78.70	\$ 401.74	\$ 123.36	\$ 271.56
Average of Total Costs Per 190 Day School Year	\$ 3,820.50	\$ 7,271.52	\$ 7,198.49	\$ 7,360.58

APPENDIX E:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2016-2017

County Name:	El Paso	Fort Bend	Galveston	Harris
Number of Student Attendance Days	2,397	4,300	1,025	12,787
Required Costs				
Administrative		\$ 24,503.00	\$ 31,917.41	\$ 74,014.31
Professional Services	\$ -	\$ -	\$ 6,300.00	\$ 11,000.00
Program Administrator/Principal	\$ 18,000.89	\$ 127,696.20	\$ 42,594.67	\$ 227,087.38
Educational Staff	\$ 140,046.99	\$ 373,066.27	\$ 82,554.40	\$ 399,645.48
Behavior Management Staff	\$ -	\$ 930,804.68	\$ 63,911.03	\$ 495,981.17
Clerical/Support Staff	\$ -	\$ 237,739.88	\$ 11,140.42	\$ 125,407.18
Caseworkers	\$ -	\$ 379,350.00	\$ 15,472.20	\$ 175,131.75
Campus Security	\$ 25,854.43	\$ 117,500.39	\$ 16,250.39	\$ 172,060.00
Educational Materials and Supplies	\$ 20,425.15	\$ 23,928.30	\$ 1,119.00	\$ 7,777.09
Building Expenses	\$ -	\$ 29,429.70	\$ -	\$ 130.83
Meals	\$ -	\$ -	\$ 4,658.93	\$ 96,451.54
Utilities	\$ 59,762.23	\$ 42,757.55	\$ -	\$ 5,990.32
Equipment	\$ -	\$ 75,501.53	\$ 480.00	\$ 3,558.15
Training/Travel	\$ -	\$ 413.92	\$ -	\$ 2,293.47
Other/Miscellaneous Expenses	\$ 28,291.37	\$ 56,904.06	\$ 41,250.00	\$ 23,143.26
Student Transportation	\$ -	\$ 11,443.86	\$ -	\$ -
Total Required Costs	\$ 292,381.05	\$ 2,431,039.34	\$ 317,648.45	\$ 1,819,671.93
Average Required Cost Per Student Attendance Day	\$ 121.98	\$ 565.36	\$ 309.90	\$ 142.31
Average Required Costs Per 190 Day School Year	\$ 1,538.85	\$ 12,794.94	\$ 1,671.83	\$ 9,577.22
Non-Required Costs				
Other Administrative	\$ -	\$ -	\$ 1,525.67	\$ -
Counseling Services & Staff	\$ 38,003.70	\$ 106,324.00	\$ -	\$ 123,383.00
Program Staff	\$ 31,613.58	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -	\$ -
Medical Services & Staff	\$ 16,630.80	\$ 15,534.50	\$ -	\$ 89,479.59
Other/Miscellaneous Expenses	\$ -	\$ 39,515.31	\$ -	\$ 38,375.00
Total Non-Required Costs	\$ 86,248.08	\$ 161,373.81	\$ 1,525.67	\$ 251,237.59
Total Costs (Required + Non-Required)	\$ 378,629.12	\$ 2,592,413.15	\$ 319,174.12	\$ 2,070,909.52
Average All Costs Per Student Attendance Day	\$ 157.96	\$ 602.89	\$ 311.39	\$ 161.95
Average of Total Costs Per 190 Day School Year	\$ 1,992.78	\$ 13,644.28	\$ 1,679.86	\$ 10,899.52

APPENDIX E:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2016-2017

County Name:	Hays	Hidalgo	Jefferson	Johnson
Number of Student Attendance Days	1,125	2,713	1,805	514
Required Costs				
Administrative	\$ 34,223.50	\$ 36,411.54	\$ 7,425.15	\$ 24,601.35
Professional Services	\$ -	\$ 446.42	\$ -	\$ 1,114.00
Program Administrator/Principal	\$ 9,576.00	\$ 71,521.57	\$ 113,428.38	\$ 61,789.00
Educational Staff	\$ 103,886.00	\$ 97,463.63	\$ 143,388.00	\$ 90,889.00
Behavior Management Staff	\$ 128,196.00	\$ 1,851.72	\$ -	\$ 46,239.54
Clerical/Support Staff	\$ 315.00	\$ 84.06	\$ 29,752.58	\$ -
Caseworkers	\$ 48,780.00	\$ 41,384.02	\$ 115,022.44	\$ -
Campus Security	\$ -	\$ -	\$ 56,410.40	\$ -
Educational Materials and Supplies	\$ 1,809.00	\$ 2,171.47	\$ 11,000.00	\$ 14,700.00
Building Expenses	\$ -	\$ 59,465.44	\$ 1,500.00	\$ -
Meals	\$ -	\$ 4,906.28	\$ -	\$ 2,480.00
Utilities	\$ -	\$ 14,797.90	\$ 21,000.00	\$ -
Equipment	\$ 2,310.00	\$ 3,732.43	\$ 1,900.00	\$ 2,580.00
Training/Travel	\$ 2,240.00	\$ 3,395.77	\$ -	\$ 1,415.00
Other/Miscellaneous Expenses	\$ -	\$ 2,902.21	\$ -	\$ -
Student Transportation	\$ 4,200.00	\$ 11,279.98	\$ -	\$ -
Total Required Costs	\$ 335,535.50	\$ 351,814.44	\$ 500,826.95	\$ 245,807.89
Average Required Cost Per Student Attendance Day	\$ 298.25	\$ 129.68	\$ 277.47	\$ 478.23
Average Required Costs Per 190 Day School Year	\$ 1,765.98	\$ 1,851.65	\$ 2,635.93	\$ 1,293.73
Non-Required Costs				
Other Administrative	\$ 6,199.50	\$ 9,421.17	\$ -	\$ 205.65
Counseling Services & Staff	\$ -	\$ -	\$ -	\$ -
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ 40,185.00	\$ -
Medical Services & Staff	\$ -	\$ -	\$ -	\$ -
Other/Miscellaneous Expenses	\$ 500.00	\$ 2,879.84	\$ -	\$ -
Total Non-Required Costs	\$ 6,699.50	\$ 12,301.01	\$ 40,185.00	\$ 205.65
Total Costs (Required + Non-Required)	\$ 342,235.00	\$ 364,115.45	\$ 541,011.95	\$ 246,013.54
Average All Costs Per Student Attendance Day	\$ 304.21	\$ 134.21	\$ 299.73	\$ 478.63
Average of Total Costs Per 190 Day School Year	\$ 1,801.24	\$ 1,916.40	\$ 2,847.43	\$ 1,294.81

APPENDIX E:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2016-2017

County Name:	Lubbock	McLennan	Montgomery	Nueces
Number of Student Attendance Days	1,801	6,605	10,792	1,882
Required Costs				
Administrative	\$ 68,606.84	\$ 4,959.00	\$ 88,645.20	\$ 118,336.98
Professional Services	\$ -	\$ -	\$ -	\$ 327.32
Program Administrator/Principal	\$ 72,531.80	\$ 98,165.58	\$ 127,069.95	\$ 72,072.24
Educational Staff	\$ 330,883.39	\$ 208,240.37	\$ 543,057.03	\$ 134,529.30
Behavior Management Staff	\$ -	\$ -	\$ 323,120.48	\$ 25,727.52
Clerical/Support Staff	\$ 28,613.10	\$ 53,615.11	\$ 94,885.10	\$ 28,519.21
Caseworkers	\$ 114,289.35	\$ 56,193.12	\$ 59,842.46	\$ 51,705.06
Campus Security	\$ -	\$ 70,265.00	\$ 668.66	\$ -
Educational Materials and Supplies	\$ 3,354.26	\$ 557.82	\$ 48,000.00	\$ 20,889.18
Building Expenses	\$ 3,035.00	\$ -	\$ -	\$ 86,952.48
Meals	\$ 2,973.97	\$ -	\$ 32,757.00	\$ 3,123.13
Utilities	\$ 350.84	\$ 73,259.63	\$ 13,952.02	\$ 25,266.11
Equipment	\$ 4,359.38	\$ 1,212.90	\$ 3,352.80	\$ 11,250.75
Training/Travel	\$ -	\$ 306.67	\$ -	\$ 6,074.56
Other/Miscellaneous Expenses	\$ -	\$ -	\$ 500.00	\$ 5,086.06
Student Transportation	\$ 2,734.93	\$ -	\$ 345,448.69	\$ 24,582.31
Total Required Costs	\$ 631,732.86	\$ 566,775.20	\$ 1,681,299.39	\$ 614,442.21
Average Required Cost Per Student Attendance Day	\$ 350.77	\$ 85.81	\$ 155.79	\$ 326.48
Average Required Costs Per 190 Day School Year	\$ 3,324.91	\$ 2,983.03	\$ 8,848.94	\$ 3,233.91
Non-Required Costs				
Other Administrative	\$ 19,564.44	\$ -	\$ -	\$ 69,362.39
Counseling Services & Staff	\$ 15,030.78	\$ 18,000.00	\$ 27,154.00	\$ -
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -	\$ -
Medical Services & Staff	\$ 18,412.95	\$ -	\$ -	\$ -
Other/Miscellaneous Expenses	\$ 1,327.35	\$ -	\$ 14,074.90	\$ 9,819.31
Total Non-Required Costs	\$ 54,335.52	\$ 18,000.00	\$ 41,228.90	\$ 79,181.70
Total Costs (Required + Non-Required)	\$ 686,068.38	\$ 584,775.20	\$ 1,722,528.29	\$ 693,623.91
Average All Costs Per Student Attendance Day	\$ 380.94	\$ 88.54	\$ 159.61	\$ 368.56
Average of Total Costs Per 190 Day School Year	\$ 3,610.89	\$ 3,077.76	\$ 9,065.94	\$ 3,650.65

APPENDIX E:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2016-2017

County Name:	Tarrant	Taylor	Travis	Webb
Number of Student Attendance Days	7,315	1,045	2,212	7,684
Required Costs				
Administrative	\$ 43,249.13	\$ 46,240.00	\$ 60,293.16	\$ 146,718.22
Professional Services	\$ 1,300.00	\$ -	\$ 52,377.05	\$ -
Program Administrator/Principal	\$ 200,526.39	\$ 108,441.00	\$ 149,610.98	\$ -
Educational Staff	\$ 400,788.56	\$ 154,959.00	\$ 86,808.57	\$ 509,374.12
Behavior Management Staff	\$ 506,891.00	\$ -	\$ 53,613.10	\$ 41,443.51
Clerical/Support Staff	\$ -	\$ 73,704.00	\$ 77,887.63	\$ 121,294.30
Caseworkers	\$ 56,490.42	\$ 122,495.00	\$ 158,474.11	\$ -
Campus Security	\$ 83,138.82	\$ -	\$ -	\$ 54,242.95
Educational Materials and Supplies	\$ 35,474.75	\$ 3,854.00	\$ 1,525.45	\$ 420.00
Building Expenses	\$ 205,092.00	\$ 433.00	\$ 457.00	\$ 5,778.87
Meals	\$ 101,123.12	\$ 1,660.00	\$ 227.25	\$ 384.33
Utilities	\$ -	\$ 4,191.00	\$ 835.78	\$ 18,000.00
Equipment	\$ 5,995.10	\$ 2,057.00	\$ 3,678.94	\$ 8,989.18
Training/Travel	\$ -	\$ 1,671.00	\$ 3,061.23	\$ -
Other/Miscellaneous Expenses	\$ -	\$ 10,840.00	\$ 3,170.12	\$ 40,209.53
Student Transportation	\$ 167,168.18	\$ -	\$ 304.74	\$ 13,048.65
Total Required Costs	\$ 1,807,237.47	\$ 530,545.00	\$ 652,325.11	\$ 959,903.66
Average Required Cost Per Student Attendance Day	\$ 247.06	\$ 507.70	\$ 294.90	\$ 124.92
Average Required Costs Per 190 Day School Year	\$ 9,511.78	\$ 2,792.34	\$ 3,433.29	\$ 5,052.12
Non-Required Costs				
Other Administrative	\$ -	\$ -	\$ -	\$ -
Counseling Services & Staff	\$ 108,110.00	\$ -	\$ -	\$ -
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -	\$ -
Medical Services & Staff	\$ 6,802.79	\$ -	\$ -	\$ -
Other/Miscellaneous Expenses	\$ 9,646.67	\$ 140.00	\$ 2,342.85	\$ 851.68
Total Non-Required Costs	\$ 124,559.46	\$ 140.00	\$ 2,342.85	\$ 851.68
Total Costs (Required + Non-Required)	\$ 1,931,796.93	\$ 530,685.00	\$ 654,667.96	\$ 960,755.34
Average All Costs Per Student Attendance Day	\$ 264.09	\$ 507.83	\$ 295.96	\$ 125.03
Average of Total Costs Per 190 Day School Year	\$ 10,167.35	\$ 2,793.08	\$ 3,445.62	\$ 5,056.61

APPENDIX E:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2016-2017

County Name:	Wichita	Williamson
Number of Student Attendance Days	3,129	4,728
Required Costs		
Administrative	\$ 27,977.00	\$ 19,725.90
Professional Services	\$ -	\$ -
Program Administrator/Principal	\$ 79,759.00	\$ 221,723.25
Educational Staff	\$ 332,125.25	\$ 422,788.60
Behavior Management Staff	\$ 207,971.00	\$ 623,474.63
Clerical/Support Staff	\$ 61,046.60	\$ 94,404.85
Caseworkers	\$ 67,220.00	\$ 76,520.05
Campus Security	\$ -	\$ 2,777.63
Educational Materials and Supplies	\$ 6,671.00	\$ 17,538.69
Building Expenses	\$ -	\$ 5,438.60
Meals	\$ 8,150.73	\$ 56,822.32
Utilities	\$ 12,543.27	\$ 58,811.08
Equipment	\$ 5,933.00	\$ 18,566.95
Training/Travel	\$ -	\$ 2,000.00
Other/Miscellaneous Expenses	\$ -	\$ 1,975.61
Student Transportation	\$ -	\$ 615.73
Total Required Costs	\$ 809,396.85	\$ 1,623,183.89
Average Required Cost Per Student Attendance Day	\$ 258.68	\$ 343.31
Average Required Costs Per 190 Day School Year	\$ 4,259.98	\$ 8,543.07
Non-Required Costs		
Other Administrative	\$ -	\$ -
Counseling Services & Staff	\$ -	\$ 26,781.06
Program Staff	\$ -	\$ -
Educational Staff	\$ -	\$ -
Medical Services & Staff	\$ -	\$ 84,630.80
Other/Miscellaneous Expenses	\$ -	\$ 28,653.88
Total Non-Required Costs	\$ -	\$ 140,065.74
Total Costs (Required + Non-Required)	\$ 809,396.85	\$ 1,743,523.73
Average All Costs Per Student Attendance Day	\$ 258.68	\$ 368.77
Average of Total Costs Per 190 Day School Year	\$ 4,259.98	\$ 9,176.44